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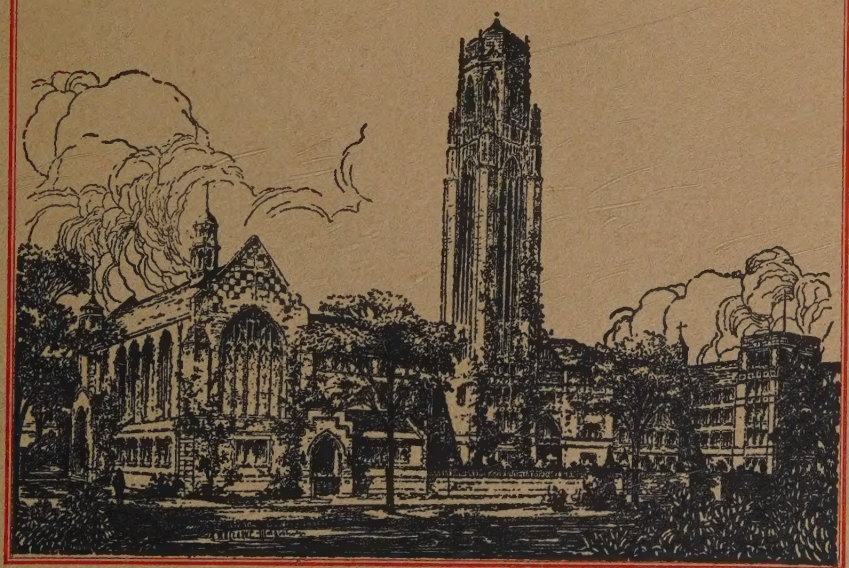
The Chicago Theological Seminary

REGISTER

CATALOGUE NUMBER

With Announcements for the Sessions of
1935-1936



MAKE NO LITTLE PLANS

+

Make no little plans; they have no magic to stir men's blood and probably themselves will not be realized. Make big plans; aim high in hope and work, remembering that a noble, logical diagram once recorded will never die, but long after we are gone will be a living thing, asserting itself with ever-growing insistency.

—Daniel Burnham

The Chicago Theological Seminary Register

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The Chicago Theological Seminary *REGISTER*

CATALOGUE NUMBER

SEVENTY-SEVENTH ACADEMIC YEAR
1934–1935

ANNOUNCEMENTS FOR THE SESSIONS OF
1935–1936

ALBERT W. PALMER, D.D., LL.D., *President*
5757 UNIVERSITY AVENUE
CHICAGO

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EXTENSION SERVICE . . . . . *Back Cover*

Calendar

1935

June 9 Sunday	Baccalaureate Service
June 11 Tuesday	Commencement
June 12 Wednesday	Spring Quarter ends
June 17 Monday	Summer Quarter Registration
June 19 Wednesday	Summer Quarter classes begin
July 4 Thursday	Independence Day: a holiday
July 24 Wednesday	First Term of Summer Quarter ends
July 25 Thursday	Second Term of Summer Quarter begins
July 29–August 4	Pastors' Summer Institute
Aug. 30 Friday	Summer Quarter ends
Oct. 1 Tuesday	Autumn Quarter begins
Nov. 28 Thursday	Thanksgiving Day: a holiday
Dec. 20 Friday	Autumn Quarter ends

1936

Jan. 2 Thursday	Winter Quarter begins
Feb. 2–7	Ministers' Week
Feb. 12 Wednesday	Lincoln's Birthday: a holiday
Feb. 22 Saturday	Washington's Birthday: a holiday
Mar. 20 Friday	Winter Quarter ends
Mar. 30 Monday	Spring Quarter begins
May 30 Saturday	Memorial Day: a holiday
June 14 Sunday	Baccalaureate Service
June 16 Tuesday	Commencement
June 17 Wednesday	Spring Quarter ends

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DR. CHARLES F. REED ..... Elgin State Hospital, Elgin, Illinois
REV. FRANK M. SHELDON ..... % Grand Avenue Congregational Church, 2133 West Wisconsin Avenue, Milwaukee, Wisconsin
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The Faculty of the Seminary

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Graham Taylor, A.M., D.D., LL.D., Professor Emeritus of Social Economics.

Fred Eastman, Litt.D., Professor of Biography, Literature and Drama.

Arthur Erastus Holt, Ph.D., D.D., LL.D., Professor of Social Ethics.

Arthur Cushman McGiffert, Jr., A.M., D.B., Director of Studies, Professor of Christian Theology.

Wilhelm Pauck, Th.D. (Giessen), Professor of Church History and Historical Theology.

Benjamin Willard Robinson, Ph.D., Iowa Professor of New Testament Interpretation and Theology.

Davis Edwards, A.M., Associate Professor of Speech.

Walker Moore Alderton, A.M., D.B., Assistant Professor of Student Field Work.

Samuel Kincheloe, A.M., Ph.D., Assistant Professor of the Sociology of Religion.

Cecil Michener Smith, A.M., Assistant Professor of Music.

Matthew Spinka, A.M., Ph.D., Secretary of the Faculty, Librarian, and Assistant Professor of the History of Eastern Christianity.

Robert Cashman, Business Manager and Lecturer on Church Business Administration.

Anton T. Boisen, M.F., A.M., Lecturer and Research Associate in Psychology of Religion.

Douglas Horton, D.D., Lecturer in Practical Theology.

Charles Clayton Morrison, Ph.D., D.D., Lecturer in Problems of Contemporary Life.

*James Mullenbach, D.B., LL.D., Lecturer in Social Ethics.

Von Ogden Vogt, A.M., D.B., L.H.D., Lecturer on Religion and Fine Arts.

Paul Howard Douglas, A.M., Ph.D., Lecturer in Social Ethics.

Lew D. Fallis, Professor of Public Speaking, Texas Christian University (Summer, 1935).

Paul Hutchinson, D.B., D.D., Managing Editor of *The Christian Century;* Lecturer in Religious Journalism (Summer, 1935).

Carl Safford Patton, D.B., Ph.D., D.D., Professor of Practical Theology, Pacific School of Religion (Summer, 1935).

* Deceased.

THE DIVINITY FACULTY AND CONFERENCE OF THE UNIVERSITY OF CHICAGO

A. THE DIVINITY FACULTY

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FREDERIC WOODWARD, A.M., LL.M., LL.D., Vice-President and Dean of Faculties.

EMERY T. FILBEY, A.M., Dean of Faculties.

SHIRLEY JACKSON CASE, D.B., PH.D., D.D., D.C.L., Professor of the History of Early Christianity; Chairman of the Department of Church History; Dean of the Divinity School.

EDWIN EWART AUBREY, D.B., PH.D., Professor of Christian Theology.

WILLIAM CLAYTON BOWER, A.M., Professor of Religious Education; Chairman of the Department of Practical Theology.

CHARLES WHITNEY GILKEY, D.B., D.D., Professor of Preaching; Dean of the University Chapel.

ARTHUR ERASTUS HOLT, PH.D., D.D., Professor of Social Ethics.

JOHN THOMAS MCNEILL, D.B., PH.D., D.D., Professor of the History of European Christianity.

WILLIAM WARREN SWEET, D.B., PH.D., D.D., Professor of the History of American Christianity.

HENRY N. WIEMAN, PH.D., Professor of Christian Theology.

ARCHIBALD GILLIES BAKER, PH.D., Associate Professor of Missions.

ERNEST JOHN CHAVE, PH.D., Associate Professor of Religious Education.

DAVIS EDWARDS, A.M., Associate Professor of Speech.

WINFRED ERNEST GARRISON, D.B., PH.D., Associate Professor of Church History.

CHARLES THOMAS HOLMAN, A.M., D.B., Associate Professor of Pastoral Duties and Director of Vocational Training; Extension Secretary.

CECIL MICHENER SMITH, A.M., Assistant Professor of Music.

ROBERT LOWRY CALHOUN, D.B., PH.D., Associate Professor of Historical Theology, Yale University (Summer, 1935).

THORNTON W. MERRIAM, PH.D., Executive Director, National Council on Religion in Higher Education (Summer, 1935).

SHAILER MATHEWS, A.M., D.D., LL.D., Dean Emeritus of the Divinity School; Professor Emeritus of Historical Theology.

JOHN WILDMAN MONCRIEF, A.M., D.D., Associate Professor Emeritus of Church History.

B. THE DIVINITY CONFERENCE

The Divinity Conference consists of all members of the Divinity Faculty and of the following instructors in the Faculties of the Divisions of the Humanities and of the Social Sciences, whose work is closely associated with that of the Faculty of the Divinity School:

Edward Scribner Ames, Ph.D., Professor of Philosophy; Dean of the Disciples' Divinity House. Chairman of the Department of Philosophy.

James Henry Breasted, Ph.D., LL.D., Hon.Litt. (Oxon.), Professor Emeritus of Egyptology and Oriental History; Director of the Oriental Institute.

Ellsworth Faris, Ph.D., Professor and Chairman of the Department of Sociology.

Edgar Johnson Goodspeed, D.B., Ph.D., D.D., Professor of Biblical and Patristic Greek; Chairman of the Department of New Testament and Early Christian Literature.

William Creighton Graham, Ph.D., D.D., Professor of Old Testament Language and Literature.

Albert Eustace Haydon, D.B., Ph.D., Professor of Comparative Religion.

William A. Irwin, Ph.D., Professor of Old Testament Language and Literature.

Harold Hayden Nelson, Ph.D., Professor of Oriental Languages.

Albert Ten Eyck Olmstead, Ph.D., Professor of Oriental History.

Martin Sprengling, Ph.D., Professor of Semitic Languages and Literatures; Chairman of the Department of Oriental Languages and Literatures.

Louis L. Mann, Ph.D., Professorial Lecturer on Oriental Languages and Literatures.

William Franklin Edgerton, Ph.D., Oriental Institute Associate Professor of Egyptology.

Donald Wayne Riddle, D.B., Ph.D., Associate Professor of New Testament Literature.

Harold Rideout Willoughby, D.B., Ph.D., Associate Professor of New Testament Literature.

Ernest Cadman Colwell, D.B., Ph.D., Assistant Professor of New Testament Literature.

John Albert Wilson, Ph.D., Oriental Institute Assistant Professor of Egyptology.

Raymond A. Bowman, A.M., B.D., Instructor in Oriental Languages.

George G. Cameron, Ph.D., Instructor in Oriental Languages.

Walter G. Williams, Ph.D., Instructor in Oriental Languages.

Ira Maurice Price, Ph.D., LL.D., Professor Emeritus of the Semitic Languages and Literatures.

Clyde Weber Votaw, D.B., Ph.D., Professor Emeritus of New Testament Literature.

Herbert Lockwood Willett, Ph.D., Professor Emeritus of Old Testament Language and Literature.

EIGHTY YEARS OF HISTORY

Established in 1855 to furnish training for Christian leadership according to the highest academic standards, The Chicago Theological Seminary has been a pioneer in the introduction into the theological curriculum of features designed to meet the changing spiritual needs of succeeding generations. It was one of the first in the training of leaders for foreign-speaking churches, maintaining departments for this work so long as they were required. Dr. Graham Taylor was called to the chair of Christian Economics when such a professorship was practically unknown. Recent years have seen marked advance in the provisions for practical training in the field of research in personality problems, in studies of the city and rural church, in culture through art and drama, literature and music, and in the supervision of the practical field work of students.

In 1915 the institution removed to the neighborhood of the University of Chicago, with which it is affiliated through the Divinity School of the University. Thus Seminary students enjoy the advantage of two theological faculties and of a University internationally known for its high standards and academic productiveness.

The Congregational Training School for Women, incorporated in 1909 to meet the increasing demand for women with professional training for religious work, was merged with the Seminary in 1926.

LOCATION AND BUILDINGS

The Seminary has a strategic location immediately adjacent to the University of Chicago, and seven miles southeast of the business section of Chicago, known as the "Loop." It is one block north of the Midway Plaisance, half-way between Washington and Jackson Parks, and about one mile from Lake Michigan.

The main building of the Seminary, completed in 1928, is pictured on the cover of this catalogue and embodies several units as follows: The Graham Taylor Assembly Hall, including the offices of business administration; The Henry M. Hooker Hall, with library, stack rooms, faculty offices, dormitory rooms, and Clarence Sidney Funk Cloisters adjoining; The Victor Fremont Lawson Tower; The Thorndike Hilton Memorial Chapel; and two residence halls for men, Davis Hall and Fisk Hall—the latter including the Joseph Henry George Commons. It is located on Fifty-eighth Street between University and Woodlawn avenues. Across the street at the corner of Fifty-eighth Street and Woodlawn Avenue are the two residence halls for women—Fensham House and Woodlawn House. All mail, telegrams, and baggage should be addressed to 5757 University Avenue.

GOVERNMENT

The government of the Seminary is in accordance with the provisions of two documents, namely, the charter, which is a permanent instrument, and the constitution, which is subject to revision.

By the terms of the charter twenty-four men and their successors were "created a body politic and corporate, to be styled 'The Board of Directors of The Chicago Theological Seminary,' and by that name and style to remain and have perpetual succession, with full power to sue and be sued, plead and be impleaded, to acquire, hold and convey property, real and personal, to have and use a common seal, to alter and renew the same at pleasure, to make and alter a Constitution and By-Laws for the conducting and government of said Institution, and fully to do whatever may be necessary to carry out the object of this act of incorporation."

The charter also provides that the Directors are to be elected according to the constitution and are to hold office until their successors are appointed.

According to the constitution (including amendments to June 7, 1927) the Board of Directors calls a convention every third year "for the purpose of electing Directors, and for the purpose of transacting such other business as the interests of the Seminary may require." The next Triennial Convention will meet in 1936.

Under the authority of the charter the constitution further provides for an Executive Committee of twelve elected from the Board of Directors. The Executive Committee conducts the affairs of the corporation in the interim between the corporation's meetings.

The constitution also provides that "all matters pertaining to academic management shall be determined by the Faculty, with the approval of the Board of Directors."

The Board of Visitors is chosen, one each, by the State Conferences of Congregational churches of the states represented at the Triennial Convention. They visit the Seminary annually and make reports to their respective Conferences concerning its condition.

THE CHICAGO THEOLOGICAL SEMINARY AND THE UNIVERSITY OF CHICAGO

1. *Terms of affiliation.*—In its affiliation with the University of Chicago, the Seminary maintains its autonomy and power to grant degrees, appoint instructors, and control its property; and it agrees to conform to the standard of scholarship and quality of teaching approved by the Divinity School of the University. Its regular students are matriculants in the University and share the general privileges of such registration.

2. *Courses of study.*—The principle governing the selection of courses is that a Seminary student may pursue work in any department of the University but that only one-third of his work in any quarter may be non-Seminary courses. In administering this rule certain University courses in Orientation and in the Department of Old Testament and certain Seminary courses in the Department of Social Ethics may count as either Seminary or Divinity School courses. Other exceptions to this general principle may be made in the Summer Quarters.

3. *University degrees.*—Seminary students may secure the degree of Master of Arts in one of the departments of the Divinity School, in accordance with the rules of the University. Detailed information regarding this degree may be found in the annual *Announcements of the Divinity School*. By proper distribution of courses, students may usually plan to secure the Master's degree at the close of the second year of residence, while pursuing the course for the degree of Bachelor of Divinity from the Seminary. Holders of the Seminary's degree of Bachelor of Divinity may become candidates for the degree of Doctor of Philosophy in the University. Such candidates, on graduation from the Seminary, enter the University where at least one year's work is required for the Doctorate.

4. *Athletics and health.*—The athletic facilities and all other privileges of the University open to graduate students are equally available to Seminary students.

Medical examinations (except for glasses) and clinical service by University physicians and the first three days of University hospital care in case of illness are free of charge; room calls, and hospital care after the first three days, are at reduced rates.

Within the first two weeks of entrance students are expected to secure health examination through the Student Health Service of the University.

REQUIREMENTS FOR ADMISSION

The charter provides that the Seminary "shall . . . . furnish instruction and the means of education . . . . for the Gospel Ministry and be equally open to all denominations of Christians."

The application for admission to the Seminary calls for a credential as to church membership and for two acceptable character testimonials. For admission as a regular classified student, the Seminary requires a college preparation attested by a Bachelor's degree of recognized worth. Seminary students are also admitted to membership in the University, with all its advantages, on the basis of their college credentials which are evaluated by the University Examiner at the Seminary's request.

Students and graduates from accredited seminaries are admitted to advanced standing upon presenting satisfactory certificates.

A limited number of unclassified students may be admitted by vote of the Faculty to a year of resident work. Such students must have had a considerable portion of a college course and must show by maturity and training that they are prepared to undertake the proposed subjects. Provision is made for a larger number of unclassified students during Summer Quarters.

Students whose selection of courses in college shows deficiency in the following subjects are required to take them in the University in addition to the regular requirements for the Seminary degree: biology, 1 course; economics, 1 course; English composition, 2 courses; history, 2 courses; literature, 2 courses; foreign language, 3 courses; philosophy, 1 course; psychology, 1 course; social psychology, 1 course; sociology, 1 course. College students are urged to take these courses in their own colleges before entering the Seminary, as a broad substructure of general culture is essential for theological training and professional religious leadership.

ROOMS AND EXPENSES

Each student registering in the Seminary pays a quarterly registration fee of $2. Students who have already paid the former $20 matriculation fee to the University of Chicago or the Seminary do not pay the registration fee; students who have paid only a part of the matriculation fee are required to pay the balance of that fee according to previous arrangements, but are exempt from the payment of the quarterly registration fee. There is no tuition fee, but a library and incidental fee of $20.00 per quarter is charged each student. Diploma fee, on graduation, $10.00.

For those living in the men's residence halls, the care of room (including

daily service, bedding, furniture, heat, and light) amounts to $35.00 per quarter. A limited number of double rooms are available at a quarterly charge of $26.25 to each student.

Other expenses vary according to the individual standards of living. Meals may be secured at the University of Chicago Commons (cafeteria), at Woodlawn House, or at nearby restaurants. Many students secure their meals by serving at the Commons or in other dining halls.

Board is provided for women students in the women's residence, the arrangements for which are described elsewhere.

Room and incidental fees are payable quarterly, in advance, at the time of registration. Failure to pay fees promptly leads to financial penalties and may also result in the refusal of admission to classes. Fees may not be charged against stipends or scholarships, but must be paid as a separate transaction.

After the fifth day of the quarter, to secure membership in the Seminary, the consent of the Director of Studies and the payment of a fee of $5.00 for late registration will be required.

STUDENT FIELD WORK AND OPPORTUNITIES FOR SELF-HELP

The Seminary Faculty includes a Director of Student Field Work. Opportunities for supervised field work under his counsel and guidance are as follows:

Field work assignments.—Through its relationship with the churches, neighborhood houses and settlements of the city, the Seminary is able to offer to a limited number of qualified students, who maintain certain scholarship standards, the opportunity to work as group leaders and counselors in both Sunday and week-day activities, under the joint supervision of the Seminary and the respective institutions. An Annual Field Work Stipend of $212.50 for the academic year, which amounts to a monthly allowance of $25.00 from approximately October 1 to June 15, is paid each student who is selected to work on this basis. These appointments are open, during their first year of residence only, to candidates for degrees who carry a full course and maintain a satisfactory scholarship record. Unclassified students may receive such assignments only provisionally and by special vote of the Committee on Student Relations and Scholarships. All who receive such field work assignments are members of the "Field Work Course" (P.T. S311) which provides opportunity for report and discussion of situations met on the field.

Part-time positions.—The Chicago Congregational Union and the Seminary co-operate with certain churches in Chicago in the support of a limit-

ed number of students as pastors' assistants, directors of religious education, directors of work with boys and girls in neighborhood houses, and other forms of leadership. These positions carry a much larger measure of responsibility than ordinary field work assignments and are open only to properly qualified students whose scholarship record is satisfactory and whose experience has been such as to prepare them for more exacting supervisory duties. These positions pay $65.00 a month and normally are open to students during their second and third years of residence in the Seminary.

Student pastorates are available in a limited number. Since class sessions ordinarily are held only on Tuesday, Wednesday, Thursday, and Friday each week, students may spend the week-end on their fields even though at considerable distance from Chicago. Such field work may be registered for supervision from the Seminary. These rural and town pastorates are open only to mature students of ability and experience.

Research assistantships under the Department of Research and Survey of the Chicago Congregational Union, in co-operation with the Seminary's Department of Social Ethics, are available to especially trained persons who are qualified as advanced students.

Other forms of work may sometimes be obtained, such as service in the University dining halls, clerical work, desk duty in offices, and library assistantships. The settlements, neighborhood houses, and institutional church centers occasionally find places for experienced workers.

The University's Bureau of Vocational Guidance and Placement maintains a part-time employment service available to our students.

Summer service as pastors, assistants, or vacation-school directors can be secured by a limited number of students through the Congregational Church Extension Boards or the State Conferences. Other specialized forms of summer employment include positions as camp counselors, directors of recreation, and assistants in hospitals.

SCHOLARSHIPS AND FELLOWSHIPS

Six Entrance Scholarships, paying $500 each for the academic year, may be awarded to entering students of high scholarly attainments, nominated by their college presidents from the Senior class each year or from the preceding Senior class. Preference is given to students from Congregational colleges or to Congregational students from other colleges and universities.

Four Junior Fellowships, paying $500, may be awarded each year to students of outstanding scholarship and ability in the second- and third-year classes. Recipients of these junior fellowships are expected to devote

themselves to study and not engage in outside activities for financial remuneration. These fellowships are entitled the Isbell, Newmann, Patton, and Davis junior fellowships.

Rural and Missionary Scholarships, paying $50.00 a quarter, are awarded to a limited number of pastors of small churches to enable them to attend the Seminary.

The Hawaiian Scholarship pays $300, preference being given to a properly qualified student from the Hawaiian Islands.

The Mary B. Hibbard Curtis Research Scholarship of $500 may be awarded to a student undertaking some definite research project.

Two Foreign Scholarships of $500 each may be awarded to properly qualified students from other lands, ordinarily nominated by the American Board of Commissioners of Foreign Missions.

A Foreign Exchange Scholarship of $500 is used to support an exchange student from some foreign land.

One Foreign Missionary Fellowship, awarded each year to some missionary home on furlough and nominated by the American Board. Pays $800 for a complete year of four quarters.

The Ford and Blatchford Fellowships may be awarded in alternate years to the most distinguished member of each graduating class who has studied three years in the Seminary. These pay $1,000 a year for one or two years and thus provide for graduate study, normally and preferably abroad.

The Lucretia Ambrose Walker Prize of $50.00, for the best essay on a topic set by the Department of Christian Theology.

LOANS

The Congregational Education Society lends money to approved students preparing for the Congregational ministry on an extended term repayment agreement. Temporary emergency loans on a strictly business basis, with a signed note and definite repayment date, may be made for small amounts by the Seminary, but only to meet very critical need.

RESPONSIBILITIES OF AIDED STUDENTS

Holders of scholarships are expected to serve as student aids and ushers on formal Seminary occasions, and to set a high standard of study and intellectual endeavor.

It is also assumed that all who receive financial aid from the Seminary, either directly or indirectly, will recognize certain basic obligations as implicit in such a relationship. It goes without saying that among these, of course, are a personal life of the highest Christian character, and a purpose to pass on any benefits received by gracious and unselfish service to

others. Conscientious scholarship, loyal co-operation in the active life of the Seminary, attendance at its stated gatherings, and a constant effort to promote its esprit de corps are also ways in which an appreciative spirit will find expression.

THE EDUCATION OF WOMEN FOR CHRISTIAN SERVICE

Women are admitted to the Seminary upon the same terms as men, and have equal opportunities in student field work and in becoming candidates for scholarships. The Seminary trains them for religious leadership as directors or teachers of religious education, church assistants, instructors in week-day religious education, missionaries, or social service workers.

One academic year, or three quarters of work, is the minimum requirement for professional training. Six quarters will be needed, however, by the student who would combine with this a Master's degree from the *University of Chicago* in the field of practical theology (religious education, religion and the arts); but if the student can give only one year to consecutive study, she may select courses adapted to meet her immediate needs, returning Summer Quarters to complete the work for her degree.

The course of study for each student is worked out in the light of previous preparation and credits sought. The range of courses is wide, including religious education, parish work, church administration, social ethics, worship, music, personnel work, drama, and survey courses in Bible, church history, and missions. Detailed descriptions of courses are given on later pages of this catalogue. Subjects not listed but needed for church work, such as stenography, may be secured outside the Seminary. For the two-year professional sequence see page 20.

Expenses for women are a little less than for men. Board and room may be had at the women's residence halls for $8.00 a week.

HAMMOND AND THE UNIVERSITY LIBRARIES

Hammond Library comprises 38,500 books and magazines, and 7,000 pamphlets. The library unit consists of the reading-room and three levels of stacks immediately below it. The stack rooms are provided with twenty individual compartments for the use of students and the Faculty.

It is the special aim of Hammond Library to become the central repository for historical source materials relating to Congregationalism in the Middle West. The library serves at present as the repository for the collections of the Mid-West Congregational Historical Society, as well as of the historical committee of the Congregational Conference of Illinois. Its most valuable collection, comprising 70,000 original letters, are the

archives of the Congregational Home Missionary Society; as source materials for the history of American Christianity these letters rank among the most important in the country.

Besides the service offered by Hammond Library, the Seminary students possess equal rights with the University students in regard to the use of the University libraries, including the research and other privileges. The library of the Divinity School possesses 70,000 books. Thus, the combined collections of Hammond and the Divinity libraries offer most ample facilities for general theological study as well as for specialized research work.

Besides these distinctly theological libraries, the General Library and all other departmental libraries of the University are open to the Seminary students. At the present time, the University libraries contain 1,080,000 bound and catalogued volumes.

THE ALDEN-TUTHILL MISSIONARY LECTURESHIP

This foundation provides each year for supplementary instruction in the history, principles, and methods of missions, by those in active service in the home and foreign fields. The lectures for 1935 dealt with "The Minister, the Doctor, and the Patient" and were delivered by Dr. Richard C. Cabot of Cambridge, Massachusetts. Extracts from these lectures are published in the March and November (1935) issues of the *Chicago Theological Seminary Register*.

THE INTERSEMINARY MOVEMENT

"Reality Confronts the Church" was the 1935 theme of the Eleventh Annual Interseminary Conference of the Chicago Area. Meeting at Evanston in the First Methodist Church, students from ten seminaries heard the individual and social aspects of the church's problem presented in opening addresses. Five seminar groups discussed the problem in greater detail in the afternoon. Our own Seminary Players presented "The Doctor Decides" in the evening. Varied and meaty programs with opportunity for individual expression have made these conferences a unique medium of interdenominational understanding.

STUDENT ACTIVITIES

Physical development, fellowship, artistic expression, and spiritual devotion all find a place in the student activities.

The Seminary is always represented in the intramural department of the University athletic program, and in the Interseminary League in

basketball, baseball, track, horseshoes, handball, swimming, wrestling, and boxing.

Wednesday afternoon teas and informal parties at least once a month maintain a social balance to the strenuous curriculum. The fellowship supper once a month, in which the entire seminary family participates, is a welcome hour of relaxation.

The city, University, and Seminary are all rich in musical and dramatic opportunities. Students may take part in the dramatic productions of the Seminary Players, and receive training in music appreciation and choral technique in the music department.

Dormitory life offers every possible advantage for discussion groups and informal consideration of students' problems.

Services of worship for the Divinity School and Seminary are conducted in Joseph Bond Chapel twice a week by some member of the Faculty, student, or visiting leader. The Seminary Vesper Service every Wednesday afternoon in Thorndike Hilton Chapel provides a half-hour of quiet meditation and spiritual reinforcement which does much to help both students and Faculty carry through the program of all these activities throughout the year.

DEGREES

A. THE DEGREE OF BACHELOR OF DIVINITY

The Seminary grants the degree of Bachelor of Divinity to classified students who complete the regular course and who maintain an honorable character throughout.

The regular course includes: (1) the equivalent of classroom work covering thirty courses (the thesis is counted as one of these courses); (2) such practical field work as any particular course may require; (3) the preparation of a graduation thesis, together with an oral presentation of the thesis to the Faculty; (4) a comprehensive examination designed to test the student's mastery of the material and of the methodology in each of the following fields:

The Bible	Social Ethics and the Social Sciences
Church History	Preaching and Parish Ministry
Theology	Religious Education

Religion and the Arts (Drama, Music, Biography, and Literature)

Each of these subjects has an important contribution to make to a well-balanced professional preparation. The churches look to their leaders for guidance in all of them. Every student should plan his course accordingly.

The regular course is usually distributed over three years, but by study

during summer quarters the time may be shortened to two and a quarter calendar years.

Regular classroom work equals at least three fifty-minute periods a day for four days a week. Each period continued throughout a quarter of approximately twelve weeks constitutes a course, which is the unit of credit. As a rule, not more than three and a fraction courses may be taken in any one quarter for credit.

No student will be admitted to candidacy for the degree of Bachelor of Divinity until he has established his Senior standing. Senior standing is voted by the Faculty to such students as give evidence of academic ability and personal qualifications for religious leadership and who have fulfilled the following requirements: (1) made up deficiencies in college courses (see page 12); (2) passed the English test (see page 21); (3) consulted with the President and Director of Studies about vocational and curricular plans (see page 21); (4) passed the final examination in speaking and reading (see page 21). Application for Senior standing should be made in writing during the quarter prior to the student's last three quarters of study.

On receiving Senior standing, the student will be placed in the care of a member of the Faculty in whose field he intends to place the major emphasis of his course and under whose direction he will write his graduation thesis. In consultation with this instructor he will select the courses necessary to complete the requirements of the department.

The graduation thesis must be prepared under the direction of the head of the chosen department upon a subject approved not less than two quarters preceding graduation. After its acceptance by the professor under whose direction it is written, an abstract must be made and the thesis presented orally to the Faculty five weeks before graduation. Two bound copies of the thesis, typewritten or printed, must be furnished the Seminary before graduation.

Students from other theological schools may be given advanced credit, based upon the standing of the school and the character of the credits. However, all candidates for the degree must do regular work in residence during not less than three quarters and must satisfy the requirements of their chosen departments.

Students who have done their work for two years or more under the direction of the Seminary and whose standing throughout the course is of unusual excellence are awarded the degree "with honor," "with high honor," or "with highest honor."

B. THE MASTER OF ARTS DEGREE

Seminary students may secure the degree of Master of Arts from the University through the Divinity School in accordance with regulations, details of which will be furnished upon request. By proper distribution of courses students may usually plan to secure the Master's degree at the close of the second year of residence, while pursuing the course for the degree of Bachelor of Divinity from the Seminary. Students who prefer more extended courses with greater emphasis on professional preparation in the fields of Religion and the Arts and in Church Social Work should consult pages 20 and 21.

C. THE DEGREE OF DOCTOR OF PHILOSOPHY

Holders of the Seminary's degree of Bachelor of Divinity may become candidates for the degree of Doctor of Philosophy in the University. Such candidates on graduation from the Seminary enter the University where at least one year's work is required for the doctorate.

SPECIAL TWO-YEAR PROFESSIONAL COURSES

The Seminary has recently established two professional courses as follows:

d) *Religion and the Arts*, designed to provide special preparation for those who as pastors or assistants or in some other capacity will have the direction of cultural and leisure-time activities in a modern parish.

b) *Church Social Work*, designed to provide special preparation for those who expect to become church social workers.

Each of these sequences requires six quarters of residence work in the Seminary and a total of sixteen courses as follows:

Eight general courses foundational to theological education.

Seven special courses in the field in which the two-year sequence is selected —that is, Religion and the Arts or Social Ethics.

One course in supervised field work.

Each sequence also requires a thesis and a final comprehensive examination.

Of the eight general courses required as a foundation, one each must be chosen from the following departments (excepting the department in which the student specializes): Old Testament, New Testament, Church History, Christian Theology, Social Ethics, Preaching and Parish Ministry, Religious Education, Religion and the Arts, Speech, or equivalent courses in other graduate schools. At the discretion of the Director of Studies the five orientation courses of the Divinity School may be substituted for certain of these foundational courses.

The seven special courses will be selected by the student in conference with the instructor in charge of the sequence. At least four of these courses will be in the Seminary; the others may be in cognate fields in the University.

A certificate will be granted to those who fulfil the above requirements satisfactorily.

CURRICULUM CONSTRUCTION FOR INDIVIDUAL NEEDS

All students, upon entering or soon thereafter, are required to take two tests. (1) English vocabulary, reading, and placement test. Those who do not pass this test will be expected to make up the deficiency. (2) A preliminary speaking and reading test. On the basis of this test students will be assigned to that course in Speech best adapted to make them more effective speakers and readers.

A final test in speaking and reading must be passed before the student may be admitted to Senior standing. The instructor in Speech will advise the student whether more than the one required course should be taken in preparation for this final test.

It is clear that the student's determination of his leading interest and the selection of related courses cannot be made at the outset. In order to furnish an adequate basis upon which to construct one's curriculum, six courses are prescribed.

These courses are: Bible, four; public speaking, one; supervised field work, one.

The biblical requirement includes the New Testament course on "The Religion of Jesus" (N.T. S303) and one other introductory course in the New Testament (N.T. S301 or S302); two introductory courses in the Old Testament (O.H. 307, 308, or 309). For one of the latter may be substituted courses on the use and appreciation of the Bible offered by the Department of Practical Theology (P.T. S301, 311, or S352).

Supervised field work is related to the type of activity for which the student is fitting himself and may be taken as the situation warrants.

The other twenty-three courses are open to the free election of the student, in consultation with the Director of Studies. Approximately three hundred courses of study are listed in the following pages. Unlisted courses in various departments of the University may be drawn upon in curriculum construction for the individual student.

During his third quarter in residence each student shall review with the President his decision to enter upon Christian service; he shall also

present to the Director of Studies a tentative curriculum for the rest of his course covering the various fields of theological instruction.

IMPORTANT NOTICE

Because of the critical financial condition of the country in general and of educational institutions in particular all statements in these pages referring to tuition, fees, expenses, scholarships, fellowships, field work stipends, etc., must be considered tentative and subject to change without notice.

Courses of Instruction

Courses meet daily, Tuesday to Friday, during the twelve weeks of a quarter. A half-course continues for one-half a quarter, either first or second term, or meets twice a week during a quarter. Three courses or three courses and a fraction usually constitute full work for a quarter. Courses having "S" prefixed to the number are given by Seminary instructors; others are given by instructors who are members of both the Seminary and the Divinity School faculties, or by instructors in the University.

Students register before the opening of each quarter with the Registrar of the Seminary for all courses taken, whether in the Seminary or University. No payment of fees for University courses is necessary. A student is allowed to register as visitor in one course only, and only when taking other courses for credit.

The following courses are scheduled for the year 1935–36 (Summer, Autumn, Winter, Spring).

ORIENTATION COURSES

The following courses are designed to provide orientation in the methods and scope of theological study in all the main fields of interest. They are of value to candidates for the B.D. degree in the Seminary, and are recommended to students planning to take the M.A. degree in the Divinity School, as they cover the ground upon which students are required to pass a general examination before admission to candidacy for that degree.

C.H. S300. Christianity and Western Civilization.—Autumn, PAUCK.

Divinity 301. Divinity Education.—Its functional aims, its scope and relation to other educational activities, its concern with religions in general as factors in social and cultural life; its specific tasks in providing professional training and in stimulating research. Autumn.

Divinity 301A. Divinity Education.—Its functional aims; its history as a factor in determining present types of curriculum; an efficient curriculum for modern times. *Half-Course*, Summer, First Term, CASE.

Divinity 302. Historical Study of Christianity.—The historical approach, especially as applied to the study of the Hebrew, Jewish, and Christian religions; the social factors influencing the evolution of these religions; the main features in the history of Christianity's expansion. Autumn.

Divinity 302A. Historical Study of Christianity.—The historical approach to the study of religions; chief features in the historical growth of the Hebrew, Jewish, and Christian religions. *Half-Course*, Summer, Second Term, MCNEILL.

Divinity 303. Study of the Bible.—A survey aimed at indicating the general content of the Bible, how it grew into its present form, and its importance in our religious heritage. Spring.

Divinity 304. Study of Theology.—Conditions giving rise to creedal formulations and moral codes in the name of religion; religious authority in relation to cultural and intellectual developments; the service of dogma to the church as an institution in society; problems and methods in dealing with modern religious thinking. Winter.

Divinity 305. Study of Practical Christianity.—The preaching, liturgical, teaching, pastoral, and administrative functions in the evolution of religious leadership; the task of the church in service to the individual, to the religious group, to the local community, and to society at large; an adequate organization for the modern task of Christianity. Spring.

NEW TESTAMENT AND EARLY CHRISTIAN LITERATURE

New Testament study may well begin with a course on "The Religion of Jesus" (S303) offered every year in the Autumn Quarter. This may be followed in a second quarter by an introduction to the Letters of Paul and other early Christian writings about Jesus (S302). In a third course (S301) the student may review the other religions of the Empire and learn the fascinating story of how the Christian gospel met them on their own ground.

Students who wish to specialize in New Testament for the B.D. degree are advised after taking these three introductory courses to select three or more additional courses which shall include one upon the Life of Jesus, one upon the Religion of Paul, and one upon the Gospel of John. Students in this Department may obtain the degree of A.M. or of Ph.D. given by the University of Chicago. The requisite courses and other requirements may be determined in consultation with the University chairman of the Department.

The New Testament Club of the University and Seminary holds meetings once in three weeks for the review of current literature and the discussion of subjects connected with New Testament study.

I. History

S301. Growth of Early Christianity.—Judaism in the time of Jesus, early Jewish Christianity, the religions of the Roman Empire, the message of Paul, and the Gospel of John in the light of contemporary ideas. Spring, ROBINSON.

S302. The Literature of the New Testament.—Occasion, purpose, and content of each book of the New Testament, with special emphasis upon Paul's letters in relation to his career and upon the Synoptic Gospels in relation to one another and to their sources. Winter, ROBINSON.

S310. Problems in the Life of Jesus.—His birth, baptism, temptation, messiahship, miracles, crucifixion, resurrection, and second coming. Research course. ROBINSON.

S312. Life of Paul.—Paul's personal greatness; Jewish career; Christian experience; universal message; permanent influence. ROBINSON.

S316. Contribution of the Papyri.—History of their discovery and publication; lines along which they have influenced New Testament interpretation; reading of selected texts. ROBINSON.

A Sunday Morning Service in the University Chapel

Chicago Aerial Survey Co.

In the Foreground the Main Building of The Chicago Theological Seminary, in the Backgro

w of the Buildings of The University of Chicago. Several new ones have been added recently

The Seminary Players Present "He Came Seeing"

The Divinity School and Seminary Dinner, December 5, 1934

251. Literature of the New Testament.—*Half-Course,* Summer, Winter, GOODSPEED.

301. Christianity in Its Jewish Environment.—Egyptian and Syrian Hellenism; Judaism in Palestine and the Diaspora; political and social developments under the Hasmoneans, the Herods, and the Romans; the beginnings of Christianity in Palestine; John the Baptist and Jesus; the Jerusalem community and Paul; the transition to the gentile environment; Jewish survivals in second-century Christianity. Winter, WILLOUGHBY.

302. The Literature of the New Testament.—The several books of the New Testament in relation to the life of the early church; situations which called them forth; the development of Christian thought embodied in them. Autumn, GOODSPEED.

322. Textual Criticism of the New Testament.—History, materials, and principles of criticism, with practical exercises from facsimiles and manuscripts. Spring, GOODSPEED.

330. Introduction to the Synoptic Gospels.—Winter, RIDDLE.

331. The Origin of the Gospels.—Summer, RIDDLE.

332. Jewish Literature of the New Testament Period.—Autumn, WILLOUGHBY.

333. The Social Origins of Early Christian Literature.—Concrete problems in the group life of early Christians in the Roman world. The treatment accorded these problems by missionaries, evangelists, teachers, and seers. How a Christian scripture came into being. Winter, WILLOUGHBY.

336. Christian Literature to Eusebius.—Autumn, GOODSPEED.

338. The Early Christian Acts Literature.—A study of the structure, function, and content of the canonical Acts, the Acts of John, the Acts of Paul, Peter, Andrew, Thomas, etc. Spring, COLWELL.

401. Research Work.—Investigation in the field of lexicography, history, and biblical theology. Every quarter, GOODSPEED, RIDDLE.

416. Christianity and the Graeco-Roman Religions.—Investigation of critical problems in the field of Christianity's debt to rival religions; influence of the mysteries upon the Christian rites of baptism and the Eucharist; a comparison of pagan and Christian rituals, and the extent of the so-called "pagan survivals" with the ancient church. A research course. Winter, CASE.

426. The Formation of the New Testament.—Winter, GOODSPEED.

II. Interpretation

S356. The Gospel of Luke.—Interpretation; comparison of accounts; teachings of the parables; general view of Jesus' ministry and mission. Winter, ROBINSON.

S358. The Gospel of John.—Essential characteristics; author and purpose; Johannine conception of Jesus; interpretation of chapters of the Gospel in the light of the Ephesian situation and the religious language and ideas of the time. Spring, ROBINSON.

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342. The Greek of the New Testament Period.—Summer, COLWELL.

343. Readings in the Gospels and the Acts.—The translator's task and his tools: texts, lexicons, and grammars. A translation course covering selections from the first five books of the Greek New Testament. Winter, GOODSPEED.

346. Introduction to the Greek Papyri.—A study of the non-literary papyri with reference to the language and contents of the New Testament. Spring, COLWELL.

359. Luke-Acts: the First Story of Christianity's Expansion.—Autumn, RIDDLE.

360. The Gospel of John.—Autumn, COLWELL.

364. The Epistles to the Corinthians.—Spring, WILLOUGHBY.

366. The Epistle to the Ephesians.—Problems of its origin; relation to Colossians; authenticity; text; date; occasion and purpose; relation to the collected Pauline letters; its character as a "commentary" upon them; interpretation. Spring, GOODSPEED.

368. The Later Epistles of Paul.—Winter, RIDDLE.

371. The Later Books of the New Testament: Pictures of Maturing Christianity.—Summer, RIDDLE.

440. The Greek of the New Testament.—A study of linguistic problems in the Greek New Testament. A research course. Autumn, COLWELL.

442. East Christian Illustration of New Testament Manuscripts.—Spring, WILLOUGHBY.

III. Teaching

S303. The Religion of Jesus.—The relation of Jesus to Judaism; his ideal of personal character; his prayer life; teaching about the Kingdom of God; the inner dynamic of his religion. Autumn, ROBINSON.

S313. The Life and Religion of Paul.—Paul's character as a man; Jewish religious ideals; Hellenistic influences; significance of his conversion; his Christian message in relation to Greek popular philosophies and religions; the social import of his teaching. Autumn, ROBINSON.

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308. The Life and Religion of Jesus.—Evaluation of the sources; chronology; Jesus' relation to his contemporaries; his conception of his mission. Summer, COLWELL.

310. The Life and Religion of Paul.—Autumn, WILLOUGHBY.

323. The Teaching of Jesus.—Winter, RIDDLE.

OLD TESTAMENT

The Seminary and the Divinity School both make use of the Department of Oriental Languages and Literatures of the University of Chicago for instruction in the Old Testament. Three introductory courses (O.H. 307, O.H. 308, and O.H. 309) will give the student an understanding of contemporary interpretations of the Old Testament. Any two of these three courses count as Seminary courses and may be taken without regard to the "two and one" rule (see page 11). At least one of them is required for the degree of Bachelor of Divinity (see page 21). They may be supplemented by courses designed to facilitate the use of the Bible in preaching and teaching. E.g., P.T. S301, S352.

In addition to the introductory courses in the Old Testament, the Department offers for specialized study a wealth of courses in the language, literature, and culture of the ancient Near Orient, including Assyriology and Egyptology.

I. Introductory Courses

O.H. 307. Old Testament History I.—The beginnings of Old Testament literature and history. Autumn, GRAHAM.

O.H. 308. Old Testament History II.—History and Prophecy. Summer, IRWIN; Winter, GRAHAM.

O.H. 309. Old Testament History III.—History and Judaism. Spring, IRWIN.

II. Oriental History

301. History of the Ancient Orient I.—Prehistory and the early kingdoms. Autumn, OLMSTEAD.

302. History of the Ancient Orient II.—The oriental empires. Winter, OLMSTEAD.

303. History of the Ancient Orient III.—The Graeco-Roman Orient, the Parthian and Sasanid empires. Spring, OLMSTEAD.

304. History of the Moslem World I.—Origins. Autumn, SPRENGLING.

305. History of the Moslem World II.—Empire. Winter, SPRENGLING.

306. History of the Moslem World III.—Decay and Modern Rise. Spring, SPRENGLING.

317. Cuneiform Parallels to the Old Testament.—Studied in English translation. Summer, CAMERON.

321. Mohammedan Religion: Survey.—Winter, SPRENGLING.

404. Seminar in the History of the Ancient Orient I.—Autumn, OLMSTEAD.

405. Seminar in the History of the Ancient Orient II.—Winter, OLMSTEAD.

406. Seminar in the History of the Ancient Orient III.—Spring, OLMSTEAD.

410. Research in Problems of Hebrew History.—Winter, GRAHAM.

414. Research in the Economic History of the Hebrews.—Autumn, GRAHAM.

451. Oriental Epigraphy and Paleography.—Autumn, OLMSTEAD and STAFF.

III. Hebrew and Old Testament

301. Hebrew Language I.—Summer, Autumn, BOWMAN.

302. Hebrew Language II.—Summer, Winter, BOWMAN.

303. Hebrew Language III.—Spring, BOWMAN.

311. The Religion of the Hebrews I.—Origins. Spring, GRAHAM.

331. Introduction to Textual Criticism.—Winter, IRWIN.

346. The Literature of the Deuteronomic Movement.—Spring, IRWIN.

415. Research in Special Introduction.—Summer, IRWIN.

421. The Prophets of the Eighth Century.—Autumn, GRAHAM.

425. The Later Prophets.—Summer, IRWIN.

428. Poetical and Didactic Literature II.—Job. Winter, IRWIN.

439. Research in the Cultural Environment of the Hebrews.—Spring, GRAHAM.

IV. Other Oriental Languages

Aramaic 301. Biblical Aramaic.—Autumn, BOWMAN.

Syriac 301. Elementary Syriac.—Winter, FRAHYA.

Syriac 302. Intermediate Syriac.—Spring, FRAHYA.

Sumerian 301. Sumerian for Beginners.—Summer, Autumn, KRAMER.

Sumerian 310. Old Sumerian Historical Texts.—Winter, KRAMER.

Sumerian 315. The Cylinder Inscriptions of Gudea.—Spring, KRAMER.

Sumerian 320. Sumerian Historical Texts of the Hammurabi Period.—Summer, KRAMER.

Akkadian 301. Practical Introduction to the Cuneiform Inscriptions.—Summer, GEERS, CAMERON; Autumn, CAMERON.

Akkadian 303. Akkadian Grammar.—Autumn, POEBEL.

Akkadian 320. Code of Hammurabi.—Summer, FEIGIN; Spring, CAMERON.

Akkadian 321. Legal and Business Documents of the Hammurabi Period.—Autumn, FEIGIN.

Akkadian 331. Inscriptions of Neo-Assyrian Kings I.—Autumn, GEERS.

Akkadian 332. Inscriptions of Neo-Assyrian Kings II.—Winter, CAMERON.

Akkadian 334. Neo-Babylonian Economic Documents.—Winter, GEERS.

Akkadian 357. Akkadian Epics.—Spring, POEBEL.

Akkadian 358. Akkadian Hymns and Prayers.—Spring, GEERS.

Akkadian 359. Akkadian Omen Texts.—Winter, FEIGIN.

Akkadian 360. Akkadian Wisdom Literature.—Spring, FEIGIN.

Akkadian 391. Cuneiform Parallels to the Old Testament (Oriental History 317).—Summer, CAMERON.

Hittite 301. Elementary Hittite.—Summer, WALTHER.

Hittite 305. Hittite Rituals.—Summer, WALTHER.

Egyptian 301. Introduction to Hieroglyphic I.—Gardiner, *An Egyptian Grammar;* Sethe, *Aegyptische Lessestücke.* Autumn, EDGERTON.

Egyptian 302. Introduction to Hieroglyphic II.—A continuation of Egyptian 301. Winter, EDGERTON.

Egyptian 321. Introduction to Coptic.—Spring, HUGHES.

Egyptian 322. Selections from the Coptic Version of the Bible.—Summer, HUGHES.

Egyptian 341. Old Egyptian.—Selected from Sethe, *Urkunden des alten Reichs.* Prerequisite: Egyptian 302. Summer, WILSON.

Egyptian 361. Introduction to Late Egyptian.—Prerequisite: Egyptian 302 and 321. Autumn, HUGHES.

Egyptian 381. Introduction to Demotic.—Prerequisite: Egyptian 361. Summer, EDGERTON; Winter, HUGHES.

V. Arabic and Islam

301. Elementary Arabic I.—Autumn, SPRENGLING.

302. Elementary Arabic II.—Winter, SPRENGLING.

303. Elementary Arabic III.—Spring, SPRENGLING.

401–9. Research in Islamic Studies.—Autumn, Winter, Spring, SPRENGLING.

CHURCH HISTORY

The combined resources of the Seminary and the University in the field of Church History make possible the offering of a great variety of courses. *First,* general courses intended to give the student a view of the development of the church from the beginnings to the present day. Some of these courses are surveys of special phases of the life of the church throughout its history. *Second,* special courses covering more limited chronological fields or devoted to the study of particular movements or particular countries. Students who desire to specialize in Church History have an opportunity to study the general and special problems of the various historical types of Christianity in its expansion to all parts of the world since the days of the Roman Empire.

Students who are preparing for the pastorate are advised to take courses S300, S303, S304. Candidates for the D.B. degree in Church History are required to take in addition to the foregoing courses S356 and 303 and at least one other course of their own choice, preferably 301, 302, or S324.

I. General Church History

S300. Christianity and Western Civilization.—The development of the Christian church from the apostolic period to the present time, with special attention to its contribution to Western civilization. This course parallels Divinity 302. Autumn, PAUCK.

S309. History of the Social Consciousness of the Christian Church.—The social ideals of Christianity from the beginning of the church until the establishment of Calvinism. Winter, PAUCK.

S334. History of Dogma.—An outline of the development of Catholic dogma in the patristic and the scholastic periods until its codification (Trent and Vatican Councils) and its dissolution in the Reformation. PAUCK.

S338. Great Christian Leaders.—A survey of the history of Christendom under a biographical aspect. The life and work of great Christian personalities seen as dramatizations of the culminating periods of Christian history. PAUCK.

S348. Comparative History of Christian Denominations.—Eastern Christianity, Roman Catholicism, Anglicanism, and Protestantism in comparison, as seen in their historical development. Autumn, PAUCK.

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301. The Rise of Christianity.—The beginnings of the Christian movement in Palestine; the course of Christianity's development in relation to its Graeco-Roman social environment from the earliest contact with Gentiles, through the period of struggle with rivals, and on to the recognition of Christianity as the only legal religion of the Roman Empire; the influence on the church of the barbarian invasions. Autumn, CASE.

302. Christianity and the European Nations (A.D. 800–1600).—The church and culture in the Carolingian Empire; Christianity in feudal Europe; ascendancy of the papacy as a world-power; religious revivals and intellectual movements of the Middle Ages; new social and intellectual forces—nationalism, town life, the New Learning; the religious revolution of the sixteenth century; ideals and achievements of Luther, Calvin, Loyola; the character of early Protestantism. Winter, MCNEILL.

303. Christianity and the American People.—A survey of the rise and development of Christianity in America from the beginning of colonization to the present. Spring, SWEET.

324. The Preacher in the Ancient Church.—The prophetic heritage from Judaism; the activity of Sophists and Cynic-Stoic preachers among Gentiles; the preaching of Jesus, Paul, and their successors until the time of Chrysostom and Augustine; the contribution of the preacher to the growth of Christian beliefs and institutions; his relations with his pagan environment; his use of scripture; his treatment of new problems; an estimate of his significance for the success of Christianity in Roman society. Winter, CASE.

408. Research.—Every quarter, CASE, MCNEILL, SWEET.

II. Christianity in the Roman Empire

318. The Christian Conquest of Ancient Culture.—The characteristic features of Graeco-Roman culture; the rise of intellectual, literary, and artistic interests within Christianity; the evolution of Christian education; the building and ornamentation of churches; the process by which Christianity appropriated and became sole representative of the cultural phases of life in the Roman Empire. Spring, CASE.

319. Early Christian Intellectualism.—Outline history of the process by which the Christian movement, at first espoused chiefly by the uneducated, became the leading exponent of ancient intellectual interests; forces affecting the growth and content of Christian doctrine. *Half-Course*, Summer, First Term. CASE.

III. History of Christianity in Western Europe

S303. History of Christianity in the Periods of the Reformation and Counter-Reformation (1500–1689).—Luther, the Reformation, and Counter-Reformation. The expan-

sion of Protestantism in the Western world under the influence of national political forces. The transformation of Catholic and Protestant Christianity. Winter, PAUCK.

S304. History of Christianity in the Modern World (1689–1914).—The emancipation of the modern world from ecclesiastical authority under the influence of the Enlightenment. The rise of Pietism and of modern Protestant theology. Christianity and the French Revolution. The development of modern Catholicism. The Protestant churches under the influence of the political, economic, and cultural life of the modern national states. Spring, PAUCK.

S306. History of Protestant Theology since Schleiermacher.—Spring, PAUCK.

S440. Luther.—A seminar on Luther's religion. PAUCK.

S442. Calvin.—A seminar on Calvin's religion. PAUCK.

S443. Erasmus and Humanism.—A seminar. PAUCK.

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336. Religion and the Renaissance.—Autumn, GARRISON.

337. Luther and the Origins of the Reformation.—Historical development to the emergence of Lutheranism. *Half-Course*, Summer, Second Term. MCNEILL.

338. The Continental Reformation.—(Identical with History 331.) Autumn, MCNEILL.

346. Puritanism and Nonconformity.—The Puritan type in religion; the Puritan strain in English religion; the Marian exiles and the rise of Puritanism; Separatism and Presbyterianism under Elizabeth; political Puritanism and the Stuart monarchy; economic and social aspects; triumphs and failures; the Restoration, the Great Ejectment, and the development of nonconformity to the Evangelical Revival; the legacy of Puritanism. Winter, MCNEILL.

348. European Christianity from the Reformation to the French Revolution.—Autumn, GARRISON.

350. Makers of European Christianity.—A biographical approach to the more significant movements in Western European Christianity since the ninth century. Spring, MCNEILL.

352. The Rise of Modernism.—Spring, GARRISON.

IV. History of Eastern Christianity

S307. A Survey of Eastern Christianity.—SPINKA.

S324. The Church in the Eastern Roman Empire.—The rise of Christianity and its spread throughout the Empire; the development of separatist consciousness of the eastern and western halves of the Empire, and the resultant schism; causes of the downfall of Byzantium. Autumn, SPINKA.

S340. Great Leaders of Eastern Christendom.—Deals with all major national groups of the Eastern Orthodox churches, and includes such characters as Origen, Athanasius, Basil, Chrysostom, Ephraim, John of Damascus, Patriarch Photius, Cyril and Methodius, St. Sava, V. S. Solovev, and others. SPINKA.

S344. The Reformation in Slavic Lands.—SPINKA.

S351. History of Thought in the Eastern Orthodox Churches.—A survey of the development of Christian thought in Eastern Christendom, from John of Damascus to the present. Byzantine and Greek theologians; the Russian religious thinkers, including men like Tolstoy, Dostoyevsky, Khomyakov, Solovev, and Berdyaev. SPINKA.

S352. Eastern Orthodoxy as a Cultural Force.—SPINKA.

S353. Communism and Religion.—What is communism and how has its antireligious attitude been developed; the actual treatment of the religious question by the Soviet régime; the possible attitude of Christianity toward communism. *Half-Course*, Summer, First Term, SPINKA.

S354. Post-War Eastern Christendom.—SPINKA.

S356. The Eastern Orthodox National Churches.—The rise and development of national Orthodox churches in Russia and the Balkans; also the later history of the

patriarchates in the Turkish Empire, as well as of the separated churches. Winter, SPINKA.

S358. History of the Church of Russia.—SPINKA.

S359. Russian Christianity under the Soviet Régime.—The cultural background of the Russian Revolution; the gradual disintegration of the Russian Orthodox church; the anti-religious activities of the Communist party and the Russian government. SPINKA.

V. History of Christianity in America

S360. Congregationalism in American History.—Historical background: England, Holland, New England; early leaders; development in thought and institutional life; Westward missionary expansion; present problems, polity, organization, and dominant trends. SPINKA.

S361. World-wide Congregationalism.—Rise and development of English Congregationalism, its present problems and leadership. The story of the L.M.S. History of the A.B.C.F.M. Problems confronting world-Congregationalism today. SPINKA.

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360. Christianity and the American Colonies.—European background of American Christianity; the religious motive in colonization; the transplanting of European religious groups; experiments in religious toleration; the smaller sects; Scotch-Irish immigration and the colonial revivals. Winter, SWEET.

363. Christianity and the Development of American Nationality.—A study of organized Christianity in America from the opening of the War for Independence to the close of the Civil War. *Half-Course*, Summer, Second Term, SWEET.

367. Religion in America since 1865.—*Half-Course*, Summer, First Term, GARRISON.

368. The Makers of American Christianity.—A biographical approach to the history of Christianity in America. Autumn, SWEET.

369. The American Churches and War.—A study of the part played by the American churches in war propaganda. *Half-Course*, Summer, Second Term, SWEET.

378. The Era of the Isms. 1815–1860.—That period of American history characterized by the rise of numerous unusual religious movements such as Mormonism and communism, and the forces which produced them. Winter, SWEET.

380. Roman Christianity in Colonial Latin America.—The religious motive in Spanish and Portuguese colonization; Catholic missions to the Indians; the organization, administration, and development of Roman Catholicism in Central and South America. Spring, SWEET.

385. Rise and Early History of the Disciples of Christ.—*Half-Course*, Summer, First Term, GARRISON.

386. History of the Disciples of Christ.—Spring, GARRISON.

466. The Church and the Early Frontier.—A research course devoted largely to the editing of original documents bearing on frontier religion. Autumn, SWEET.

CHRISTIAN THEOLOGY

The aim of the courses in Christian Theology is to acquaint the student with the chief problems and interpretations of Christianity and to help him formulate his own faith in terms of contemporary culture. So varied is the subject matter that the courses are grouped as follows:

I. The method of theological thinking and the formulation of the convictions which are the basis of Christian living, preaching, and teaching.

II. The history of Christian doctrine.

III. The relation of Christian doctrine to contemporary movements of ethical and philosophical thought.

IV. The philosophy and psychology of religion.

V. The comparison of religions.

Courses S301, S302, and S303 constitute an introduction to the whole field. In addition to the courses listed below, many others may be selected from the offerings in Social Ethics and in the Department of Philosophy of the University.

Students who wish to major in Theology for the Bachelor of Divinity degree are advised to select (in addition to the three introductory courses) three or more courses from the general field of Theology.

The degrees of M.A. and Ph.D. in Christian Theology are given by the Divinity School in accordance with the regulations of the University.

I

S301. Salvation and Savior. Christian Theology I.—What is theology? The modern needs. The Christian idea of salvation. Immortality. The significance of Jesus. Autumn, McGIFFERT.

S302. The God of the Christian. Christian Theology II.—Historical and constructive. Winter, McGIFFERT.

S303. The Christian Life. Christian Theology III.—Its development; aids and hindrances thereto: Bible, sacraments, church, worship; the missionary enterprise; ethical standards and incentives. Spring, McGIFFERT.

S332. Prayer.—*Half-Course*, McGIFFERT.

S419. Experience and Theology.—The interpretation of the experience of individuals in trouble from the standpoint of the theologian. Large use will be made of biographical, autobiographical, and other case material. Joint research course. Consent of instructors required. Winter, McGIFFERT, BOISEN.

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301. Theology in the Modern World.—A survey of cultural backgrounds of contemporary Christian thought with a view to clarifying the task of intellectual leadership in the Christian enterprise. Autumn, AUBREY.

302. Outlines of Christian Theology.—The history and reinterpretation of the cardinal convictions of the Christian about God, human destiny, and the significance of Jesus for life and thought. Winter, AUBREY.

400. Research.—Permission of instructor required. Every quarter. AUBREY, HOLT, WIEMAN.

II

C.H. S306. History of Protestant Theology since Schleiermacher.—PAUCK.

C.H. S334. The History of Dogma.—An outline of the development of Catholic dogma in the patristic and the scholastic periods until its codification (Trent and Vatican councils) and its dissolution in the Reformation. See also announcement in the Department of Church History. PAUCK.

S317. Development of American Religious Thought.—Autumn, McGIFFERT.

S416. Seminar in Nineteenth-Century American Religious Thought.—Spring, McGIFFERT.

S417. Jonathan Edwards and His Successors.—Research Course. McGIFFERT.

304. History of Christian Thought.—The Development of Western theology from the Apologists to the present, in relation to European social history and Christian institutional change. Spring, AUBREY.

304A. Outline History of Christian Thought.—To the Reformation. *Half-Course*, Summer, Second Term, CALHOUN.

304B. Outline History of Christian Thought.—Luther to the present day. *Half-Course*, Summer, First Term, AUBREY.

III

S336. Contemporary Theological Trends.—Anglo-Catholicism, Buchmanism, Neo-Calvinism, Ecumenism, etc. MCGIFFERT.

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331. Christian Thought in Relation to Modern Science.—Scientific method, naturalism, evolution, and determinism, in their relation to Christian thought. Autumn, AUBREY.

333. The Problem of Evil.—The fact of evil; its place in human life and its importance in Christian thought. An analysis of the problem in the light of present-day knowledge and belief. Suggestions toward a working Christian doctrine of evil for today. *Half-Course*, Summer, Second Term, CALHOUN.

336. The Problem of the Supernatural.—A study and appraisal of the new supernaturalist reaction against modernism. *Half-Course*, Summer, First Term, AUBREY.

337. Christian Thought in Relation to Modern Philosophical Ideals.—Idealism, pragmatism, and realism as found in modern theological writings. Autumn, AUBREY.

IV

362. Introduction to Philosophical Study of Religion.—The task of philosophy in criticizing religious concepts and in offering a constructive religious world-view; philosophic method in relation to religion; outstanding contemporary philosophies of religion; constructive proposals for a religious world-view. *Course*, Summer, Spring, WIEMAN.

363. Philosophy of Religion.—A formulation of the basic concepts and functions of religion in the light of what we know about human nature in the world. Autumn, WIEMAN.

364. Mysticism.—An analysis of the different kinds of experience called mystical and an appraisal of them. *Half-Course*, Summer, Second Term, WIEMAN.

366. Religion and Theory of Value.—An examination of the different theories of value. Their presuppositions and merits, with special application to philosophy of religion. Autumn, WIEMAN.

367. Contemporary Religious Philosophies.—A critical study of selected works. *Half-Course*, Summer, First Term, WIEMAN.

369A. Christian Living I.—Outlines of a religious philosophy of life. *Half-Course*, Summer, First Term, WIEMAN.

369B. Christian Living II.—Applications of a religious philosophy of life to practical problems. *Half-Course*, Summer, Second Term, WIEMAN.

470. God and Value.—Spring, WIEMAN.

V

302. Introduction to the Study of Religions.—A study of method in dealing with religions and a sketch of religious origins. Autumn, HAYDON.

303. History of Religions I.—Indo-European religions (India, Iran, Greece, Rome, Teutons, Celts, and Slavs). Winter, HAYDON.

304. History of Religions II.—Religions of the Far East (China, Japan, Egypt, Babylonia, Assyria, Judaism, and Islam). Spring, HAYDON.

342. The Ideal of the Good Life in the Great Religions.—Autumn, HAYDON.

343. Ethics of non-Christian Religious Systems.—Spring, HAYDON.

351. Types of Religious Philosophy (Oriental and Western).—Winter, HAYDON.

431. Method in the Religious Sciences.—Research, Autumn, HAYDON.

442. Modern Gods.—Research, Winter, HAYDON.

443. Mystical Experience in the Great Religions.—Research, Spring, HAYDON.

SOCIAL ETHICS

Christianity as a social force is always in touch with the social order. It comes in conflict with the social order in its ethical codes. The church as an institution is molded and shaped by the social forces which are abroad in society. Individual Christians meet the crises of their lives in the conflicts of the social order. In the courses planned in the Department of Social Ethics, an attempt is made to recognize and evaluate these social contacts of Christianity. Great emphasis is laid on the study of the actual situations and in the report of these situations to the class by the case method. Because of the close alliance existing between this department and the economics and sociological departments of the University, ample opportunity is given to the student to pursue studies not covered in the curriculum of the Seminary.

All the courses in Social Ethics, whether prefixed with the letter S or not, are Seminary courses and may be taken as such without regard to the two-and-one rule.

C.T. 341. Introduction to Christian Ethics.—The basis, the function, and the contemporary task of Christian ethics: relation of ethics to theology; the nature of mores and their institutionalization; conditions demanding a reorientation of ethical thought in contemporary society; the church as an agency of individual and social moral control as illustrated by some concrete cases. Winter, HOLT.

C.T. 342. The Historic Church and the Social Order.—A study of social action and theory of the Christian church as it has confronted the succeeding social orders from its earliest period to the present. *Half-Course*, Summer, Second Term; *Course*, Autumn, HOLT.

C.T. 343. The Development of the Social Consciousness of the American Church.—The social attitude of the American Protestant churches during the Colonial period, the settlement of the prairies of the West, and the modern industrial period. *Half-Course*, Summer, Second Term; *Course*, Autumn, HOLT.

C.T. S344. The Church in the Urban Community.—A study of the principles involved in social adaptation on the part of the church with reference to types of urban communities. Spring, 1937, KINCHELOE.

C.T. 346. Urbanization and Rural-Urban Conflict.—The conflict between urban and rural life, and its significance for the church. Spring, HOLT.

C.T. 348. Christianity and Modern Vocational Ethics.—An inductive study of the developing ethical codes of modern social groups. Winter, HOLT.

C.T. S349. Methods of Social Investigation.—Students will be given instruction and experience in various types of method of social investigation. Autumn, KINCHELOE.

C.T. S351. Types of Economic Organization.—A critical and historical examination of various proposed and actual forms of economic organization including the utopias, Marxian socialism, collectivism, syndicalism, single-tax, consumers' co-operation, com-

munism, fascism, and capitalism, with special reference to their implications for religion and ethics. Spring, DOUGLAS.

C.T. S352. Current Economic Problems.—Includes a consideration of such questions as the living wage, protective legislation for children, women, and men, the N.R.A., the A.A.A., banking and credit proposals, etc., from the standpoint of social ethics. Winter, DOUGLAS.

C.T. S354. Social Agitation.—Principles and methods to bring about social reform, class and field work. *Half-Course*, Autumn; *Half-Course*, Winter; HOLT AND ALDERTON.

C.T. 357. The Church and the Family.—A historical survey and a description of the types of families in America. *Half-Course*, Summer, Second Term, HOLT.

C.T. S358. Sociology of Religion.—Distribution of religious groups; relation of social unrest to rise of new movements; characteristics of the religious institution; social control exercised by religious groups. Winter, KINCHELOE.

S359. Social Disorganization and Personal Morale.—A sociological study of vice, delinquency, and processes of personal and social disorganization. *Half-Course*, Summer, First Term, KINCHELOE.

C.T. 446. Research in Urban Religious Life I.—Methods of studying problems in urban religious development. Consent of the instructors required. Autumn, HOLT, KINCHELOE.

C.T. 447. Research in Urban Religious Life II.—Unusual problems developing in urban communities. Consent of instructors required. Winter, HOLT, KINCHELOE.

C.T. 448. Research in Urban Religious Life III.—A course open to students engaged in urban research. Consent of instructors required. Spring, HOLT, KINCHELOE.

PRACTICAL THEOLOGY

The subdivisions of the Department of Practical Theology are made in accordance with the increasing demand of the church and society for varied types of Christian ministry. Preaching and Parish Ministry represent the established order of church work for many generations past. They still hold the center of interest, and the modern demand upon the minister in these particulars is exacting. The courses outlined aim to meet the need in a fundamental way.

Mental Hygiene in its bearing upon pastoral care is an important addition to the field of the parish ministry.

Religious Education courses seek not only to train qualified young men and women to be directors of religious education with professional standards equivalent to those expected in secular education but also to equip the pastor to deal sympathetically and understandingly with youth, and to be the informed and stimulating guide of his church school and young people's program.

Social Service through the church and its allied institutions is also a growing field of vocational interest provided for by courses both in this department and the department of Social Ethics and in the School of Social Service Administration in the University.

Missions as a life-work demand today more careful and complete preparation than ever before. Students contemplating this type of vocation

will be welcomed and helped to select courses adapted to their special interest.

Today as never before it is being recognized that one of the greatest sources of power and inspiration for the preacher is to be found in literature—drama, biography, essay, novel, poetry. To tap this reservoir of power diversified courses are being offered in the Seminary. Music and the fine arts are also coming into their own in the training of the modern minister. The Seminary has responded to this need by offering courses in music and architecture.

Certain courses in this department may be used toward the degree of A.M. granted by the University, subject to the regulations pertaining to that degree.

I. Preaching and Parish Ministry

S201. The Business Administration of the Church.—Church finance, publicity, office management, correspondence, filing, conventions, and the general business organization of the church. *Half-Course*, Summer, Second Term, CASHMAN.

S222. Church Administration.—A comprehensive survey of the organization and activities of the modern church. Practical publicity and business methods. Congregational polity and denominational relationships. Ministerial ethics. Autumn, PALMER and CASHMAN.

S300. Principles of Preaching.—The planning of sermons; sources, topics, texts, introductions, outlines, illustrations, conclusions. Great sermons analyzed as to literary skill, effective organization, psychological insight, and spiritual power. Winter, PALMER.

S301. The Minister's Use of the Bible.—(Winter, 1936, New Testament; Winter, 1937, Old Testament.) Assumes a knowledge of critical scholarship, deals with literary forms, basic ideas, miracles, and other issues involved in the interpretative use of the Bible. *Half-Course*, Summer, Second Term, PATTON and PALMER; *Half-Course*, Winter, PALMER.

S303. Preparation and Delivery of Sermons.—Practice in preaching in Joseph Bond Chapel, with criticism by the class and the instructor. *Half-Course*, Summer, Second Term, PATTON and PALMER.

S311. Field Work Course.—Reports, discussions, pertinent readings, and field supervision. Required of all students engaged in directed field work. Minimum of seven hours of field work and one conference period weekly throughout year. Autumn, Winter, Spring, ALDERTON.

S312. Christian Worship.—Structure of worship services. Source materials in classic liturgies and elsewhere. Public prayer. Creation of appropriate liturgical forms for various occasions. Relation to music and architecture. *Half-Course*, Autumn, PALMER and SMITH.

S316. Pastoral Care.—The minister's use of mental hygiene and religious guidance in wise, tactful dealing with people facing practical problems and temptations. Case studies and hypothetical situations. *Half-Course*, PALMER.

S320. Preaching the Social Gospel in the Modern Church.—The molding of public opinion through preaching, with particular consideration of the theological, liturgical, ecclesiastical, and ethical reconstruction required to invest the social gospel with religious reality. MORRISON.

S323. Rural Religious Life.—Parish surveys, class presentations, personal conferences, and field trips. Open to all students in town and country churches, and to those engaged in related research. *Half-Course*, Spring, ALDERTON.

S326. Problems in the Cure of Souls.—Case studies of mentally distressed individuals and the art of helping them. Prerequisite: Course S327, or its equivalent. *Half-Course*, BOISEN.

S327. Religion and Mental Health.—An approach to the understanding of normal religious experience through the study of cases of inner defeat and inner victory. Autumn, BOISEN.

S327A. Religion and Mental Health.—*Half-Course*, Summer, First Term, BOISEN.

S328. Conference on Practical Problems of the Minister.—How to deal with challenging conditions in contemporary life and thought. Definite problems to be selected by the class. Discussion method. Open to Seniors only. *Half-Course*, Spring, PALMER.

S329. Preaching on Current Issues.—Discussions and outlines on problems confronting the modern minister. Students' preference will determine choice of topics. Prerequisite: one course in homiletics. *Half-Course*, PALMER.

S378. Reorganizing the Rural Parish in American Protestantism.—Rural church administration with special attention to extended parish programs, yoked fields, federated and community churches. Critical analysis of field studies and current projects. *Half-Course*, Summer, Second Term, ALDERTON.

S381. Christianity and World-Peace.—The history of the growing conflict between Christianity and the war system from the first century A.D. to the present. The modern peace movement as reflected in pacific institutions (League of Nations, World Court, etc.); the Kellogg Pact and other treaties, laws, political precedents, and public opinion, all in relation to the Christian ideal. Autumn, MORRISON.

S419. Experience and Theology.—The interpretation of the experience of individuals in trouble from the standpoint of the theologian. Large use will be made of biographical, autobiographical, and other case material. Joint research course. Consent of instructors required. Winter, MCGIFFERT, BOISEN.

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301. Sermon Construction.—A study of the plan and structure of the sermon. Lectures on, and practice in, the effective organization of material, the art of illustration, the treatment of subjects and texts. *Half-Course*, Autumn, GILKEY.

303. Practice in Preaching.—Written preparation of sermons and their delivery in Joseph Bond Chapel before the class. Private conferences with the instructors. Prerequisite: Courses 301, 302, and Public Speaking 221, or their equivalent. Spring, GILKEY, PALMER, EDWARDS.

304. The Preacher Facing His Task.—Studies in the biographies of the great preachers of Christian history, with special reference to the situations confronted, and their significance for the minister of today. Winter, GILKEY.

314. The Work of the Pastor.—An examination of the work of the pastor as leader of an organized church. Spring, HOLMAN.

314A. The Work of the Pastor.—*Half-Course*, Summer, Second Term, HOLMAN.

315A. The Minister in the Modern World.—A conference course on the problems of the modern minister as faced by men with actual experience in the pastorate. *Half-Course*, Summer, First Term, GILKEY.

316A. Personal Religious Guidance.—*Half-Course*, Summer, Second Term, HOLMAN.

366. Practicum in Parish Work.—A study of problems which arise directly out of practice. Each student carries through a specific project under guidance. Autumn, Winter, Spring, HOLMAN and OTHERS.

451. Problems in Personal Religious Guidance.—Research into problems which arise in connection with personal religious counseling. Prerequisite: P.T. 316 or consent of instructor. Winter, HOLMAN.

II. Religious Education

The resignation of Dr. Powell has temporarily disrupted the Seminary's program of instruction in the field of Religious Education. As this catalogue goes to press negotiations are under way looking toward the engage-

ment of an exchange professor in this field. The following courses from last year's catalogue are listed, therefore, only to indicate the kind of program the Seminary has offered in the past, and the importance it places upon this field. The student may be assured that a similar, though not identical, list of courses will be available.

S340. Building an Educational Program for the Local Church.—A study of current movements of the church; organization; objectives; approaches to learning; leadership; theories of curriculum; source materials; procedures in program building applicable to varied situations.

S341. Case Studies in Religious Education.—Critical study of definite situations and communities; evaluation of church programs therein with reference to personnel, teaching practice, and materials in use.

S342. Current Tendencies and Problems in Religious Leadership.—Nature and function of religious leadership; studies of leaders in action; institutional leadership as affected by social change and community demands.

S343. Group Thinking, Management and Organization.—Educational procedures in various age groups selected in the light of the interests of the class; problems of direction and control; study of current practice in church, campus, and community situations.

S345. The Arts and Crafts in Religious Education.—Practical instruction and demonstration in various arts and crafts involved in religious education programs, including daily vacation Bible schools. Creative dramatics for children, sand-table work, folk games and dancing, and the making of dioramas will be included. Autumn.

S350. Personnel Work with Youth.—The aim and scope of personnel work; the personal interview and related techniques; influences affecting the development of youth; procedures in discovering and remedying personal difficulties.

S351. Adult Education in Church and Community.—The educational approach to programs of recreation, study, public discussion, and social action. Visits to forums, settlements, church centers, and social agencies. *Half-Course*, Winter, ALDERTON.

S352. The Teaching Values of the Bible.—A study of biblical material from the standpoint of its literary value; importance in character development; adaptation to meet modern needs of youth and adults. *Half-Course*, PALMER.

S354. Guidance of the Growth of Personality.—A study of the experimental evidence concerning character and its growth; factors qualifying behavior and personality development; prevailing procedures in effective guidance.

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340. Trends in Modern Religious Education.—An analysis of the processes involved in modern religious education for functions, objectives, organization, content, and procedure, with particular reference to trends and evaluation. *Half-Course*, Summer, Second Term; *Course*, Autumn, BOWER.

344. Character Education.—An analysis of the factors that are involved in the achievement of character; critical evaluation of theories and programs of character education. *Course*, Spring, BOWER.

348. Supervision of Religious Education.—Techniques for training teachers and leaders on the job; problem of keeping all activities on a religious level; visitation and analysis of actual procedures of varied types. Spring, CHAVE.

351. The Religious Development of the Adult.—Critical problems of adult life and significance thereto of religion and religious organizations; evaluation of existing agencies and programs; leadership; trends; special studies planned for different interests. *Course*, Spring, CHAVE.

355. Religious Personality through Creative Experience.—An analysis of the process by which persons adjust themselves to their world in terms of religious values; implications for curriculum and teaching technique. Autumn, BOWER.

355A. Religious Personality through Creative Experience.—An analysis of the process by which persons adjust themselves to their world in terms of religious values;

implications for curriculum and teaching technique. *Half-Course*, Summer, Second Term, BOWER.

357. Types of Technique for Teaching Religion.—An analysis and evaluation of the various techniques used in teaching religion. Winter, Bower.

357A. Types of Technique for Teaching Religion.—An analysis and evaluation of the various techniques used in teaching religion. *Half-Course*, Summer, Second Term, BOWER.

360. Measuring the Religious Growth of Persons.—Two days a week given to developing a working knowledge of statistics; two days to principles of measurement, evaluation of existing tests and other instruments, and practice in construction of simple forms. Autumn, CHAVE.

360A. Measurement in Religious Education.—Principles of measurement. Evaluation of existing tests and other measuring devices. Review of recent studies. *Half-Course*, Summer, First Term, CHAVE.

362. Experimentation in Worship.—A study of research methods, especially the techniques of experimentation; review of recent experiments in fields related to religious education; particular study of worship, use of instruments in evaluating varied worship situations, and method of setting up short- and long-time experiments. *Course*, Winter, CHAVE.

364. The Religious Development of the Child.—A study of personality development from birth to adolescence; capacities for religious experience; methods, materials, and desirable outcomes for each group; basic essentials for dynamic religion in later years. Autumn, CHAVE.

365. The Religious Development of the Adolescent.—Pre-adolescent patterns; factors conditioning personality growth during adolescence; evaluation of trends in character and religious education objectives and programs; experiences vital to philosophy of life and social effectiveness. Winter, CHAVE.

365A. Religious Education of the Adolescent.—Pre-adolescent patterns; factors conditioning personality growth during adolescence; evaluation of trends in character and religious education objectives and programs; experiences vital to philosophy of life and social effectiveness. *Half-Course*, Summer, First Term, CHAVE.

368. The Bible in Modern Religious Experience.—The use of the Bible as a resource for interpreting and evaluating modern religious experience. Spring, BOWER.

453. Curriculum Construction in Religious Education.—An examination of the processes involved in curriculum construction. The development of curricular materials. Prerequisite: P.T. 355 or consent of instructor. Winter, BOWER.

465. Research.—Prerequisite: 9 courses in religious education. Autumn, Winter, Spring, BOWER and OTHERS.

III. Religious Work in Colleges and Universities

Div. 310. Religion in the College Curriculum.—A study of the organization and content of college courses in the field of religion; the relations of a department of religion to other academic and associated agencies dealing with matters of religious concern. *Half-Course*, Summer, First Term, MERRIAM.

Div. 315. Techniques of Personal Counseling.—A study of various approaches to counseling of individuals: case study, psychiatry, etc. *Half-Course*, Summer, First Term, MERRIAM.

IV. Religion and the Arts

Ministers and educators need increasingly the interpretation of life in literature, biography, drama, music, and the fine arts. A range of courses opens to the student these sources of power. Many of these courses may be credited toward the Master's and Doctor's degrees. The student

should consult the instructor and the head of the department in which the degree is sought.

BIOGRAPHY, LITERATURE, DRAMA, AND ART

S330. Religious Values in Modern Drama.—A study and discussion of the dramas of Eugene O'Neill, Maxwell Anderson, Philip Barry, Sidney Howard, Elmer Rice, Paul Green, Benn Levy, George Bernard Shaw, and others, with special reference to their interpretation of the spiritual problems of our day. Spring, EASTMAN.

S331. Biographies: Thirteenth to Seventeenth Centuries Inclusive.—Studies in the lives of religious leaders, statesmen, artists, writers, scientists, and philosophers who were significant in the spiritual life of their generations. Autumn, EASTMAN.

S332. Biographies: Eighteenth and Nineteenth Centuries.—Studies similar to those in S331, but for the later centuries. Autumn, 1936, EASTMAN.

S333. Religious Drama.—Historical survey of the relation between religion and drama, followed by a reading and analysis of forty or fifty plays of spiritual power. Autumn, EASTMAN.

S334. Drama Practicum.—A project course in the selection, direction, staging, and lighting of religious plays for the church or parish house. Prerequisite: S333. Winter, EASTMAN.

S335. Religious Drama Writing.—Project work in the creation of religious dramas. Prerequisite: S333. Spring, 1937, EASTMAN.

S336. Pageant Construction.—Project course in the creation of religious pageants. Prerequisite: S333. Spring, 1937, EASTMAN.

S337. Religious Journalism.—Practice in the art of expression through writing articles and editorials on religious subjects for various types of magazines, both secular and religious. *Half-Course*, Second Term, Summer, HUTCHINSON; *Course*, Spring, EASTMAN.

S338A. The Literary Classics of Religious Significance: Prior to Nineteenth Century.—A study of the great poems, novels, and essays of importance to the spiritual life. *Half-Course*, First Term, Summer, HORTON; *Course*, Winter, EASTMAN.

S338B. The Literary Classics of Religious Significance: Nineteenth and Twentieth Centuries.—Same as S338A, but for the nineteenth and twentieth centuries. Winter, 1937, EASTMAN.

Pub. Sp. 305, 306, and 307. Interpretative Reading.—EDWARDS (see Speech).

S339. Christian Architecture.—Structural and aesthetic character of the historic styles; current movements in church building; symbolic decoration and practical problems. *Half-Course*, Winter, VOGT.

MUSIC

The courses in music in the Seminary are devoted largely to the study of the specific field of religious music. At the same time the offerings in this department are so arranged that they are closely related to the musical curriculum of the Division of the Humanities. Thus students in the Seminary may reinforce their work in the field of religious music by taking cognate courses in the Division of the Humanities in the University, and students in that Division may pursue the study of religious music.

All students with adequate vocal and musical qualifications are eligible to membership in the choirs of the University Chapel and Joseph Bond Chapel, and in the University Chorus. Qualified instrumental players may join the University Symphony Orchestra. Opportunity is provided

for private study of the organ with members of the musical staff of the University Chapel.

The following courses are regarded normally in the work of this Department as intermediate courses: 241, 242, 243.

Music 201. Bach.—A survey of Johann Sebastian Bach and his period with especial emphasis upon the intensive study of the Mass in B Minor and the Well Tempered Clavichord. Prerequisite: Music 213 or consent of instructor. Winter, SMITH.

Music 202. Beethoven.—A study of certain major compositions of Beethoven and a critical evaluation of the social and historical significance of his works. Prerequisite: Music 213 or consent of instructor. Autumn, SMITH.

Music 204. Palestrina and His Contemporaries.—Catholic church music in the Renaissance with especial emphasis upon Palestrina's works and their derivation from plainsong and medieval polyphony. Prerequisite: Music 222 or consent of instructor. Spring, SMITH.

Music 241. Choral Literature I.—The classroom work is given over to rehearsals of choral music, and the work of the course is amplified by intensive study of the compositions rehearsed. Members of the course also receive instruction and practice in conducting. Prerequisite Permission of instructor. SMITH.

Music 242. Choral Literature II.—A continuation of course 241. SMITH.

Music 243. Choral Literature III.—A continuation of course 242. SMITH.

Music 291. Music in the Community.—A survey of the musical resources of a typical American community and a consideration of the ways in which an interest in music can be fostered by co-operative educational means. *Half-Course*, Autumn, Wednesday, 7:30–9:30 P.M., SMITH.

Music 292. Music in the History of the Church.—A historical study of the development of religious music in the Western church from earliest Christian times to the present day. *Half-Course*, Winter, Wednesday, 7:30–9:30 P.M., SMITH.

Music 293. Music in the Contemporary Protestant Church.—A consideration of the problems of the administration and choice of musical materials which confront the minister and church worker in the Protestant church today. *Half-Course*, Spring, Wednesday, 7:30–9:30 P.M., SMITH.

Music 342. Modern Choral Music.—An intensive study of important compositions for chorus composed since 1890. SMITH.

Music. 343. Elizabethan Choral Music.—A study of the place of the madrigal and church music in Elizabethan society, with detailed study of Byrd, Gibbons, Morley, Weelkes, and Wilbye. Prerequisite: Music 204 or consent of instructor. Autumn, SMITH.

Music 344. Dramatic Music before 1750.—SMITH.

Music 345. Dramatic Music from 1750 to the Present Day.—The outstanding contributions to the development of dramatic music of Gluck, Mozart, Weber, and more recent composers, including the history of the modern dramatic ballet. Prerequisite: Music 201, 202, 203, 204, and 223, or their equivalents. Spring, SMITH.

Music 346. History of the Song.—SMITH.

Music 347. Modern Orchestral Music.—A study of important contributions to orchestral literature written since the death of Wagner. Prerequisite. Music 331 or consent of instructor. Winter, SMITH.

Music 349. The Use of the Hymn Book.—*Half-Course*, Summer, Second Term, SMITH.

Music 353. The Minister and the Music of the Church.—*Half-Course*, Summer, Second Term, SMITH.

Cognate courses in the college: Music 101, 102, 103. History and Appreciation of Music.

For courses in the history and theory of music, see the *Announcements* of the Division of the Humanities in the University of Chicago.

V. Missions

S396. Christianity in Its World-Setting.—The expansion of Christianity in the light of (*a*) the present disturbance within the missionary enterprise, (*b*) the new movements and attitudes emerging in the contemporary world-situation, and (*c*) the cultural history of Christianity itself. A constructive examination of the missionary motive. MORRISON.

380. Christian Expansion and Culture Contacts.—Missionary expansion as one phase of the world-wide interplay of social and religious forces; what determines the outcome; the nature of the transformations thus produced. Autumn, BAKER.

383. Agencies and Programs of World-Civilization.—International commerce and politics, labor movements, Communism, international philanthropy, and peace movements, in relation to human betterment. Winter, BAKER.

392. Christianity and Political Movements in the East.—Recent nationalist aspirations and international complications, with special reference to China, Japan, India. Spring, BAKER.

SPEECH

Christian religious workers have the greatest message in the world; but even the greatest message must reach people through the men and women who present it. It is, therefore, the first purpose of the Department of Speech to increase the power of religious leaders to present the Christian message in the pulpit, in the classroom, on the lecture platform, in conventions, conferences, social gatherings, and personal interviews. Effective leadership involves excellence in all of the four aspects of speech: thought, language, voice, and action.

The second purpose of the Department is to prepare teachers of Speech who have both a mastery of the principles of effective speech and thorough training in the field of religion. Such teachers should be able to train future religious leaders in speech habits, in preaching, in oral interpretation of the Bible and other literature, and in such non-pulpit speaking as is required of religious workers in contemporary life.

Candidates for the degree of Master of Arts in Speech are subject to the general University regulations for the Master's degree and to the additional requirements of this department.

221. Fundamentals of Speech.—Advanced practical training for ministers and other workers in the field of religion; correction of mannerisms; development of effective mental, physical, and vocal habits for speaking and reading. Special attention is given to individual needs. Autumn, Winter, Spring, EDWARDS; *Half-Course*, Summer, Second Term, FALLIS.

223. Vocal Expression.—Advanced training for pulpit and platform. The delivery of original sermons and addresses. Oral reading of the Bible, hymns, great sermons, and masterpieces of literature. *Half-Course*, Summer, Second Term, FALLIS.

302. Voice.—Problems of the speaking voice on a scientific basis. Elimination of vocal defects; development of clear, rich, unaffected tone quality, distinctness of speech and interpretative vocal variety. Studies in the structure of the vocal mechanism, the functioning of the vocal mechanism, the physics of vocal sound, the psychological aspects of voice. Prerequisite: Speech 221. Winter, EDWARDS.

P.T. 303. Practice in Preaching.—GILKEY, PALMER, EDWARDS. (See page 37.)

304. Persuasion.—(1) An investigation of factors which determine human conduct; (2) projects in influencing conduct through various forms of speech, with special attention to problems in speech-making and preaching. Prerequisite: Speech 221. Spring, EDWARDS.

305. Oral Interpretation of Literature.—The art of interpretative reading studied as a means of enjoying and sharing the significant experiences of biblical, classical, and contemporary literature. The technique of securing the exact, full meaning of the printed page; aesthetic and literary principles applied to oral interpretation of the Bible and of various literary forms such as poetry, stories, and drama; development of skill in making the substance of literature live in the imagination of audiences and congregations. EDWARDS.

306. Oral Interpretation of Poetry.—Literary and aesthetic principles applied to the oral interpretation of poetry; study of our moral and religious heritage as recorded in poetry; methods of making the experience and the speech-music of poetry a significant part of the lives of modern men and women. EDWARDS.

307. Oral Interpretation of Drama.—Autumn, EDWARDS.

308. The Psychology of Speech.—Among the problems considered in this course are the following: the nature of speech; the development of speech in the race and in the individual; speech in its relation to mental processes; vocal and physical manifestation of mental processes in speech; speech as a means of social adaptation and control; speech and personality. EDWARDS.

309. History and Criticism of Speech Methods.—Historical and critical study of the theory of speech from the early Greek rhetoricians to the investigators and teachers of the present; the purposes, methods, and accomplishments of typical speakers of past and present studied in relation to their various historical backgrounds; application of the results of these studies to speech problems of the present day. EDWARDS.

310. The Teaching of Speech.—Purposes, programs, and methods of speech education; needs in speech training at the various levels of the American educational system; problems of teaching in the various divisions of the field of speech; special attention to the problems of training ministers and other workers in the field of religion. EDWARDS.

COGNATE COURSES

Oriental Languages and Literatures 376. Elements of Phonetics.

Romance 305. Physiological Phonetics.

Romance 405. Experimental Phonetics.

Laryngology 7. Speech Defects.

Anthropology 385. The Psychology of Language.

Education 357. The Psychology of Learning.

Psychology 355. The Psychology of Motives.

Sociology 326. The Crowd and the Public.

Summaries

Fellows	2
Graduates of colleges and universities	176
Unclassified	9
Summer Quarter, unclassified	21
Total Seminary students	208
University students taking courses with Seminary instructors	119

SOURCES OF STUDENTS*

Denominations	
Congregational	122
Methodist Episcopal	22
Presbyterian	14
Christian	7
Disciples	7
Evangelical	4
Lutheran	4
Baptist	3
Mennonite	3
Methodist Episcopal, South	2
Protestant Episcopal	2
Advent Christian	1
Episcopal	1
Evangelical and Reformed	1
Reformed Church of Switzerland	1
Unitarian	1
United Brethren	1
United Church of Canada	1
United Presbyterian	1
Unstated	10

Colleges and Seminaries	
Non-sectarian (but not state)	100
State colleges and universities	39
Congregational	23
Methodist-Episcopal	20
Presbyterian	13
Disciples	10
Lutheran	7
Christian	5
Evangelical	5
Mennonite	4
Baptist	1
Christian Advent	1
Dunker	1
Foreign	1
Methodist—Protestant	1
Reformed	1
United Brethren	1

*Many students have attended two or more colleges. This accounts for the difference in the summaries.

SUMMARY OF ATTENDANCE FOR THE YEAR 1934–35

	Spring 1934			Summer 1934			Autumn 1934			Winter 1935			Total (Different) Students		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Fellows	1	...	1	1	...	1	1	...	1	1	...	1	2	...	2
Graduate	56	21	77	55	9	64	68	17	85	68	19	87	134	42	176
Unclassified	8	...	8	1	...	1	7	3	10	5	1	6	6	3	9
Summer Quarter unclassified	...	...	...	19	2	21	...	...	...	...	...	...	19	2	21
Total Seminary	65	21	86	76	11	87	76	20	96	74	20	94	161	47	208
University students taking Seminary courses	19	2	21	57	14	71	18	2	20	13	4	17	99	20	119

STUDENTS ENROLLED 1934-35

Graduates of Colleges and Universities

AHMED, SHAIKH MUZAFFAR, a..Jhang, Punjab, India
B.S., Union College, Schenectady, 1925
M.B.A., Northwestern University, 1932
ANDERSON, JAMES JOHN, JR., sp.....Cicero, Ill.
Ph.B., University of Chicago, 1931
ANDERSON, STUART LeROY, sp.a.w.....Elmore, Ohio
A.B., Albion College, 1933
ATWOOD, JOHN STEVENSON, a.w....Winnetka, Ill.
A.B., Carleton College, 1934
AUSTIN, RALPH VERNON, s.....Spring Valley,Wis.
A.B., Butler College, 1921
B.D., Yale Divinity School, 1924
AVERY, PERRY DICKINSON, sp...Rock Springs, Wyo.
A.B., Pomona College, 1928
BARTHOLOMEW, NOYES OTIS, s.....Cole Camp, Mo.
A.B., Washburn College, 1898
Diploma, Chicago Theological Seminary, 1902
BARTLETT, CHARLES FREDERICK, sp.a.w.....
Marshalltown, Ia.
A.B., State University of Iowa, 1932
BEERS, SAMUEL GOULD, a.w.....Elmwood, Wis.
A.B., Cornell College, 1924
BERRY, JOHN W., sp.a.w.....London, Eng.
A.B., McGill Univ., 1932; M.A. (same)
BEYER, MARRY MORRISON, sp.....Ames, Ia.
B.S., Iowa State College, 1931
BISSELL, HENRY MARTIN JR., s.....Turton, S. D.
A.B., Oberlin College, 1902
BLAIR, MARGARET S., sp.a.w.....Detroit,Mich.
A.B., Albion College, 1933
BLOOMQUIST, PAUL WILLIAM, sp.s.a.w., Chgo.,Ill.
A.B., Knox College, 1932
BLOSSOM, CHAUNCEY EDWARD, a.w., Grand Rapids,Mich.
A.B., Albion College, 1934
BOOCH, HAROLD LEO, s.a.w.....Pittsburgh, Pa.
A.B., University of Pittsburgh, 1930
BOURNE, DONALD STITZEL, a.w.....Ravenna, Nebr.
A.B., Doane College, 1934
BOWERS, ROY EDWIN, s.....Lakewood, Ohio.
A.B., Oberlin College, 1895; A.M., 1901

BOYD, ROBERT ALEXANDER, sp.a.w.....Chicago,Ill.
A.B., Pomona College, 1932
BOYD, RUTH POTTER, sp.....Chicago,Ill.
Ph.B., University of Chicago, 1933
BREEN, FRANK WILLIAM, sp.a.w..Bloomington, Ill.
A.B., Intermountain Union College, 1933
BREHM, WILLIAM EARL, s..... Hancock, Mich.
A.B., Washburn College, 1925
B.D., The Chicago Theological Seminary, 1928
BROOKIE, ARTHUR RUNNEK, a.w.....Frankfort, Ind.
A.B., DePauw University, 1933
BROWN, CHARLES MacKINNON, a.w.,Grand Rapids,Mich.
A.B., University of Michigan, 1932
BROWN, JAMES WILEY, a.w.....Jackson, Miss.
A.B., Clark University, 1931
B.D., Gammon Theological Seminary, 1934
BUSTAMANTE, ALFREDO MANGALINDAAN,s., Philippines
B.S., University of Kansas, 1931;
Teacher's Diploma, 1931
CANNON, ROSS R., sp.s.....Milwaukee, Wis.
A.B., Lawrence College, 1930
CARTER, FERN, sp.s.....Fairbury, Ill.
A.B., University of Illinois, 1925
CHARLTON, FRANK DEAVER, s., New Braunfels, Texas
A.B., Washington & Lee University, 1927
B.D., Yale Divinity School, 1930
CHERRY, JULIA MABEL, sp.....Newton, N. C.
A.B., Duke University, 1922
M.A., Peabody Teacher's College, 1928
CHURCHILL, GERALD CLARK, w.....Rio, Wisconsin
A.B., Ripon College, 1932
CLEAVER, THOMAS SPENCER, s.....Skowhegan, Maine
A.B., Hiram College, 1918
B.D., Yale Divinity School, 1923
CORY, OPAL INEZ, s.....Crete, Nebraska
A.B., Doane College, 1921
CRAM, HAROLD FRANKLIN, sp.a.w....Minot, N. Dak.
A.B., University of North Dakota, 1932
State Teachers College, 1927
CRENSHAW, JOHN CRAWFORD, w.....Dermott, Ark.
A.B., Centre College, Kentucky, 1906
B.D., Presbyterian Theological Seminary, 1910
CUMMINS, RALPH, w.....Cincinnati, Ohio
A.B., University of Cincinnati, 1908;
M.A., 1914
B.D., McCormick Seminary, 1913

DAVIS, WILFRED GRENFELL, sp.a.w..Chicago, Ill.
Ph.B., University of Chicago, 1932
DeLAUTER, PAUL WHIPP, s.....Mifflintown, Pa.
A.B., Gettysburg College, 1927
B.D., Gettysburg Seminary, 1930; St.M., 1931
DEXTER, NATHANIEL BEACH, sp.....Cable, Wis.
A.B., Ripon College, 1914
M.A., University of Wisconsin, 1915
DICKEY, PAUL GILMAN, a.w.....Chicago, Ill.
B.S., North Dakota State University, 1927
DODGE, MARY ELIZABETH, sp.....Romeo, Mich.
A.B., Albion College, 1931
DOWNS, DARLEY, w.....Berwyn, Ill.
A.B., University of Denver, 1917
B.D., Iliff School of Theology, 1917
ELDERKIN, ROLAND DeWOLFE, a.w.....Milan, Ohio
A.B., Ohio State University, 1934
FIELD, CHARLOTTE MINERVA, w.....Shelby, Mich.
A.B., University of Michigan, 1925
FIFE, JOHN FRANK, s.....Woodsboro, Md.
A.B., Gettysburg College, 1926
B.D., Gettysburg Seminary, 1929
FLEER, LYDIA ALWYNNE, s.....Chicago, Ill.
Ph.B., University of Chicago, 1931
FRANK, MELVIN LYNN, S.....Staples, Minn.
B.A., University of Minnesota, 1933
GEE, FLORENCE MARY, sp.....Ypsilanti, Mich.
B.S., Michigan State Normal College, 1927
GILL, CLAYTON HAROLD, a.w.....Berkeley, Calif.
A.B., College of the Pacific, 1934
GRAHAM, WALTER HENRY, s.a.w.....Chicago, Ill.
A.B., University of Michigan, 1933
Oberlin Graduate School of Theology, 1933-34
GREENE, SHIRLEY EDWARD, sp.a.w..Laconia, N. H.
A.B., Dartmouth, 1932
GREGORY, WILLIAM EDGAR, sp.s.a.Colo.Springs, Colo.
A.B., Colorado College, 1933
GROETSEMA, FREDERIC, sp.a.w....Kalamazoo, Mich.
A.B., Kalamazoo College, 1931; M.S.,
Kansas State College, 1933
GRONEWOLD, DAVID HENRY, s.....Chicago, Ill.
A.B., North Central College, 1929
HALFAKER, WILLIAM LeROY, sp.a.w..Maywood, Ill.
A.B., Ohio State University, 1932
HALL, ANNA HOFFMAN, a.w.....Catonsville, Md.
A.B., Goucher College, 1899
Johns Hopkins Medical School

HALL, VIRGINIA H., a.w.....Catonsville, Md.
A.B., Wellesley, 1934
HASTIE, CHARLES BRADFORD, s...Grand Rapids,Mich.
A.B., Olivet College, 1933
HAZELTON, ROGER, sp.....River Forest, Ill.
A.B., Amherst, 1931
HEARON, MARY ALICE, sp.a.w.....Denver, Colo.
A.B., University of Denver, 1932
HELD, FREDERICK GUSTAVE, s.....Jupiter, Florida
A.B., Redfield College, 1915
B.D., Chicago Theological Seminary, 1927
HELLIWELL, GEORGE PLUMMER, sp.Minneapolis,Minn.
A.B., Brown University, 1926
HENN, HATTIE ELIZABETH, sp.a.....Denmark, Ia.
B.S., Iowa State College, 1929
HERBSTER, BEN MOHR, s.....Norwood, Ohio
A.B., Heidelberg College, 1926
B.D., Central Theological Seminary, 1929
HILEMAN, MAE VIDA, a.w.....Chicago, Ill.
A.B., University of Oregon, 1929
HOLMES, NORMAN ALONZO, s.....New Orleans, La.
A.B., Lincoln University, 1915
B.D. Oberlin Graduate School of Theology, 1918
HOUGE, MARGUERITE CONSTANCE, a.w.....
Sioux Falls, S. D.
A.B., Augustana (S.D.), 1926
HOUGE, S MARCUS, sp.s.a.....Sioux Falls, S. D.
A.B., Augustana (S.D.), 1927
HUGHES, C. FOGBERG, sp.a.w.Sault Ste.Marie,Mich.
A.B., Albion College, 1932
HUGHES, EVERETT SAMUEL, s.....Gerard, Kansas
A.B., Baker University, 1917
B.D., Garrett Biblical Institute, 1922
HULBERT, RICHARD R., s.sp.....St. Paul, Minn.
A.B., Carleton College, 1931
HUMBER, WILBUR JAMES, a.w.....St. Paul, Minn.
A.B., Macalester College, 1934
HUNT, EVERETT ROWLAND, s.....Colville, Wash.
A.B., Earlham College, 1919
B.D., Hartford Theological Seminary, 1923
ILIEFF, ALEXANDER PETER, sp.....Bulgaria
B.S., Wheaton College, 1933
JACKMAN, MARGUERITE LORA, sp.a.w.Delaward,Ohio
A.B., Ohio Wesleyan University, 1933
JACKSON, RENA FAY, s.....Miami, Texas
A.B., So. Methodist University, 1929
M.A., Columbia University, 1931

JACOBS, CHARLES FREDRICK, a.w.....Canton, Mo.
A.B., Culver-Stockton, 1931
JACOBS, H. LEE, a.w.....Canton, Mo.
A.B., Culver-Stockton, 1926
M.A., University of Chicago, 1930
JACOBS, WILLIAM ARTHUR, a.w.....Walworth, Wis.
A.B., Culver-Stockton, 1929
JONES, JOHN PAUL, a.....Chebanse, Ill.
A.B., Olivet College, 1915
A.M., University of Michigan, 1927
JONES, MARGARET MAY, a.w.....Springfield, Ohio
A.B., Miami University, 1934
Arizona State Teachers College, 1928-29
KARN, ROBERT, a.....Sharpsville, Ind.
A.B., Defiance College, 1926
KELLY, PHILLIP ELLSWORTH, sp.a.w..Pomona, Calif.
A.B., Pomona College, 1930
KESSELRING, RALPH A., a.w.....Itasca, Ill.
A.B., North Central, 1930
KIRKPATRICK, CHARLES WARREN,a.w..Medford,Oregon
A.B., Drake University, 1930
KLEPPER, RAEZELLA TOM, sp.a.....Wichita, Kans.
A.B., University of Wichita, 1933
KWOCK, CHARLES M. C., sp.a.w....Honolulu, Hawaii
A.B., University of Hawaii, 1933
LAKENAN, MARY EMILY, s.....Stanton, Va.
A.B., University of Colorado, 1919; M.A.,1911
B.R.E., Biblical Seminary, New York, 1930;
M.R.E., 1931
LAVIETES, CHARLOTTE ETHEL, a.w....Shelton, Conn.
Ph.B., University of Chicago, 1934
LEE, CARLETON LAFAYETTE, sp.s.a.w.....
White Plains, New York
A.B., Talladega College, 1933
LEMKE, ANDREW BERTRAM, a.....Bangor, Mich.
A.B., Bethany College, 1927
LEWIS, AARON RALPH, sp.s.a.w.....Chicago, Ill.
Ph.B., University of Chicago, 1932
LEWIS, CHARLES LAVERN, s..Kirkton, Ont., Canada
A.B., University of Toronto
B.D., Union Theological Seminary, 1931
LINDBERG, PAUL M., s.....Hordville, Nebr.
A.B., Augustana College, 1926
B.D., Augustana Seminary, 1930
MACIAS, ARTURO CAMPIRAM, sp....Monterrey, Mexico
A.B., Texas Christian University, 1933

MACY, DORA LUCILE, sp.a.....Little Rock, Ark.
A.B., Texas Christian University, 1930
MAGGART, GERALD EDWIN, sp.....Quincy, Ill.
A.B., Culver-Stockton, 1930
M.A., University of Wisconsin, 1932
MAJOR, CHARLES C., sp.s.a.w.....Evanston, Ill.
A.B., Carthage, 1933
MALE, JANE ELIZABETH, sp.....Fort Worth, Texas
A.B., Texas Christian University, 1932
MARRS, CHARLES BLANCHARD, sp..Cane Hill, Ark.
A.B., College of the Ozarks, 1933
MARSHFIELD, GEORGE WASHINGTON, a.w.Pittsburgh, Pa.
A.B., University of Pittsburgh, 1934
MAR YOSIP, MICHAEL, s.....Temple, Texas
A.B., Davidson College, 1911
B.D., Louisville Presbyterian Theo.Sem., 1914
MASSELINK, BRUCE HERSCHEL, sp.a.w.Kalamazoo, Mich.
A.B., Kalamazoo College, 1930
McCleary, WALTER, s...Fort Frances, Ont., Canada
A.B., McMaster University, 1926
McCONNELL, RUSSELL HICKS, sp.s.Union City, Mich.
A.B., Olivet College, 1931
McCURDY, LOUISE JANE, sp.a.w.....Portland, Ore.
A.B., Reed College, 1931
M.A., University of Chicago, 1934
McPHERSON, MAUD ESTHER, s.....Washington, D.C.
A.B., George Washington University, 1905;
A.M., 1906; M.A., Columbia University;
Ph.D., University of Wisconsin, 1923
MEACHAM, FRANK TOWNSEND, w.....Grinnell, Ia.
B.S., Grinnell College, 1913
B.D., Chicago Theological Seminary, 1917
MECKEL, EZRA, w.....East Troy, Wis.
A.B., Macalester, 1924
MEYER, FREDERICK ALFRED, s.....Newport, Vt.
A.B., Columbia University, 1926
B.D., Union Theological Seminary, 1929
MICHAEL, HAROLD LeROY, s.....Hampton, Ia.
Ph.B., University of Chicago, 1923
B.D., Chicago Theological Seminary, 1925
MICHEL, CARCLYN W., sp.....Oak Park, Ill.
A.B., Mount Holyoke, 1933
MILFORD, HOMER CARTER, sp.s.a.w.So.Pekin, Ill.
A.B., Bradley College, 1932
MILLER, LOUIS LAWRENCE, s.....Boston, Mass.
A.B., Goshen College, 1916
A.M., University of Chicago, 1918
D.B., Chicago Theological Seminary, 1919

MIXON, JOHN L., sp.w.....Chicago, Ill.
Ph.B., University of Chicago, 1930
MOORE, WILLIAM HOYT, sp.s.a.w.Traverse City,Mich.
A.B., Illinois College, 1934
MORTON, RUTH ALMA? sp.....Lakeside, Calif.
A.B., Denver University, 1929
M.A., University of Chicago, 1934
MOSELEY, FLORENCE ALEXANDER, sp.....Chicago, Ill.
A.B., Hiram College, 1933
MYERS, EMMA PRICE, a.w.....Yankton, S. D.
A.B., Yankton College, 1932
NESMITH, NEWTON HALL, s.....Chicago, Ill.
A.B., Northwestern University, 1928
B.D., Garrett Biblical Institute, 1932
NORDSTROM, NELS FRANCIS, sp.a.w.....Chicago, Ill.
A.B., Knox College, 1932
OUELLETTE, EDWARD FIFIELD, sp.a.w.St. Paul, Minn.
A.B., Carleton College, 1928
PARSONS, HORACE WELLS, sp.a.w.....Moline, Ill.
A.B., Grinnell College, 1927
M.B.A., Harvard University, 1927
PENN, DOROTHY GAEDE, sp.a.....Palm City, Florida
B.S., Piedmont College, 1930
PENN, GEORGE WILLIAM, sp.a.w.....Sophia, N.C.
Ph.B., Piedmont College, 1930
PETERSON, JAMES ALFRED, a.w.....Birnamwood, Wis.
A.B., Ripon College, 1934
PILGRIM, WALTER NIEBUHR, s.....Chicago, Ill.
A.B., Northwestern University, 1933
PRATT, WILLIAM DAVID, sp.....Woodstock,Ill.
A.B., Michigan State College, 1932
PUTNEY, HAROLD WILLIAM, sp.a.w.....Amboy, Ill.
A.B., Grinnell College, 1931
RASMUSSEN, ALBERT TERRILL, a.w...Peshastin, Wash.
A.B., Whitworth, 1934
REARICK, FRANK LESLIE, s.....Garden City, Mo.
A.B., Mountain Valley College, 1933
REGIER, MARIE JOANNA, s.a.w....Whitewater, Kansas.
A.B., Th.B., Bethel College, 1926
RENDER, FRANK WYATT, sp.a.w.....Cincinnati, Ohio
A.B., Fisk University, 1931
RICE, VERNON WALDO, s.....Cambridge,Nebr.
A.B., Yankton College, 1928
A.M., University of Chicago, 1931
B.D., The Chicago Theological Seminary, 1932
RICHARDS, WALDO SUMNER, s.....Excelsior, Minn.
B.S., Boston University, 1927
B.D., The Chicago Theological Seminary, 1930

RICHARDSON, GERALD FRANKLIN, s.....Aurora, Ill.
A.B., Aurora College, 1926
RIEDEL, WESLEY UBO, sp.....Chicago, Ill.
Ph.B., University of Chicago, 1931
SAEZ, FLORENCIO, s.a.....Rio Piedras, Puerto Rico
A.B., University of Puerto Rico, 1925
B.D., Union Theological Seminary
M.A., Columbia University
SARLES, PHILLIP WILLIAM, sp.a.w.....Clinton, Wis.
A.B., University of Wisconsin, 1933
SCHEIBE, LUCILE AUGUSTA, w.....Hurley, N. M.
A.B., Beloit College, 1934
SCHLARB, JOHN BURNS, a.w.....Youngstown, Ohio
A.B., Marietta College, 1932
SCHWEITZER, VERA ELIZABETH, sp..Waterloo, Ont., Can.
A.B., North Central College, 1925
SHAW, CLAUD LEE, sp.....Chicago, Ill.
A.B., Dallas College, 1911
M.A., University of Chicago, 1930
SHELDON, KEENAN, a.w.....Huntley, Ill.
A.B., Oklahoma City University, 1933
SHOLD, C. HENRY, a.w.....Boston, Mass.
B.S., Northwestern University, 1934
SIFERD, RUSSELL GORDON, s.....Tipton, Ind.
A.B., Indiana University, 1929
SMITH, FRED, s.....Newton, Kansas
B.D., Yale Divinity School, 1918
SMITH, LESLIE R., s.....Lincoln, Nebr.
A.B., Cotner College, 1927
B.D., Yale Divinity School, 1930
SMITH, WALTER A., sp.s.....Hankinson, N. D.
A.B., Ripon College, 1925
SPENCE, WILLARD McCLELLAN, a.w.....Lincoln, Nebr.
A.B., University of Nebraska
STARK, LELAND WILLIAM FREDRICK, sp.Minneapolis, Minn.
A.B., Gustavus Adolphus College, 1932
STEADRY, FLOY FETHERSTON, w.....Chicago, Ill.
A.B., Monmouth College, 1931
STERLING, DONALD M., w.....Sioux City, Ia.
Ph.B., University of Chicago, 1927
STOYANOFF, KROUM GORDAN, sp.s.a.w.Sofia, Bulgaria
A.B., University of Dubuque, 1931
THRIFT, RUTH KING, w.....Parkton, N.C.
A.B., Duke University, 1931
TITUS, PALAKUNNATHU MATTHEW, sp.s.a.w.....
Travancore, South India
A.B., Madras Christian College, 1928

TOWNSEND, WILLIS BEECHER, s.....Chicago, Ill.
A.B., College of Wooster, 1921
B.D., Presbyterian Theological Seminary,1925
TRAINOR, MORGAN LEWIS, sp.....Chicago, Ill.
A.B., University of Dayton, 1904
LL.B., Kent College of Law, Chicago, 1916
M.D., Chicago Medical School, 1921
TROYER, WILLIAM LEWIS, s.....Chicago, Ill.
A.B., Grinnell College, 1930
TWEEDY, ELLEN CATHERINE, sp.a.w..Campbell,Nebr.
A.B., Doane College, 1933
VOS, PETER, sp.s.a.w.....Chicago, Ill.
A.B., Bluffton College, 1934
WATSON, WILLIAM THOMAS, sp.s.w....Forrest, Ill.
A.B., University of Michigan, 1922; M.A.,1924
WENGER, SAMUEL BERNIS, s.....Lowell,Mich.
A.B., Manchester College, 1922
A.M., University of Nebraska, 1931
WENTWORTH, HELEN CLARK, sp.a.w....Chicago, Ill.
Ph.B., Grinnell, 1907
WEST, FRANCIS HENRY, s.....Champaign,Ill.
A.B., Northwestern University, 1902
WIDENHOUSE, PHILIP MONROE, sp.a.w.Kannapolis,N.C.
A.B., Wofford College, 1932
WIGFIELD, GEORGE DEWEY, s.....Warren, Ind.
A.B., Defiance College, 1928
WIGFIELD, V. Fern Lucas, s.....Warren, Ind.
A.B., Defiance College, 1931
WILLIAMS, CLARA BELLE, w.....Chicago, Ill.
A.B., Kalamazoo College, 1917
WILLIAMS, DANIEL DAY, sp.....Denver. Colo.
A.B., University of Denver, 1931
A.M., University of Chicago, 1933
WILLIAMS, STEPHEN JAMES, sp.....Ipswich, S. D.
A.B., Carleton College, 1930
WOLFE, ELMO DONALD, a.w.....Roswell, N. Mex.
B.S., Oklahoma A. & M., 1934
WOOD, CARLTON LEROY, a.w.....Seattle, Wash.
A.B., University of Washington, 1932
Ph.D., University of Heidelberg, 1934
WOODWARD, HARRY LEE, s.....Niles, Ohio
A.B., Cotner College, 1916
B.D., College of Bible, 1923
WYKER, JAMES DWIGHT, s.....North Jackson, Ohio
A.B., Transylvania, 1924
B.D., Union Theological Seminary, 1927
YINGER, HOMER VINCENT, a.....Constantine, Mich.
A.B., Albion College, 1932

UNCLASSIFIED STUDENTS

BARTLETT, JOSEPHINE, a.w.....Chicago, Ill.
FAULKNER, WILLIAM JOHN, sp.s...Atlanta, Georgia
B.Hum., Springfield Y.M.C.A. College, 1914
HOSKING, WILLIAM THOMAS, a.....Odell, Ill.
KARTZKE, GLADYS MARIE, a.....Dayton, Ohio
MULLEN, JOHN WILLIAM, a.w.....Orland Park, Ill.
OCHSNER, ERNST, sp.s.....Zurich, Switzerland
Diploma, University of Zurich, 1933
STEAKLEY, RAY SELVIDGE, sp.s...Okla. City,Okla.
Oklahoma Baptist U., 1924-29
A.B., Central State Teachers College, 1929-31
TERRY, MAURICE H., a.w.....Glendive, Montana
VIDOLOFF, ZAPRIAN DIMITROFF, sp.s..Chicago, Ill.
Th.B., Union Theological College, 1930
WELLBAUM, DALE ROBERT, sp.a.w.....Chicago, Ill.
A.B., Indiana Central College, 1932
WESTBERG, EULALIA CHARLOTTE MARIE, a.Chicago,Ill.
Augustana College, 1925-26
American Conservatory of Music, 1926-28
WILSON, ROBERT NORRIS, a.w.....Hinsdale, Ill.
A.B., Olivet College, 1934
WORKENTINE, FRANK HARRY, a.w....Grafton, Nebr.
Th.B., Union Theological College, 1934

SUMMER QUARTER

Unclassified Students in Residence in Summer Quarter Only

BERGES, CARL EDWARD, s.....Burlington, Ia.
A.B., Elmhurst College, 1933
BERGHOUT, NELL MARIE, s.....Washington, D. C.
Schauffler School of R.E., 1923-25
Columbia Training School, 1931-32
BERGSMAN, ERICK, s.....Birchdale, Minn.
DENNIS, PARMEY G., s.....Marshalltown,Ia.
Keaney Nebraska Normal, 1905-07
Drake University, 1915-16
ERICKSON, ELMER E., s.....Hudson, S. Dak.
Morningside College, 1928-29

JONES, DAVID LEWIS, s.....Chicago, Ill.
A.B., Adrian College, 1927
KENNEDY, LESTER JOHN, s.....Genoa City,Wis.
KITCHING, JOHN WILLIAM, s.....Hastings, Mich.
MAUTHE, JOHN HAROLD, s.....Evansville, Ill.
Diploma, Eden Theological Seminary, 1929
PAXTON, JOHN MacLAINE, s.....Seattle,Wash.
Los Angeles Bible School, 1917
San Francisco Theological Seminary, 1923-26
ROBINSON, JOHN FRANK, s.....Gray, Me.
A.B., Bates College, 1934
SCHMIDT, AUGUSTA, s.....Goessel, Kans.
A.B., Bethel College, Newton, 1922
M.A., Bluffton College & Seminary, 1923
R.N., Bethel Deaconess Hospital, Newton, 1927
VAN DYKE, MAYNARD GRANT, s.....Topeka,Kans.
A.B., Municipal University of Omaha, 1931
WILSON, ROBERT B., s.....St.Marys,Ohio
A.B., Oskaloosa College, 1915; B.D., 1915
YODER, ELSIE MAE, s.....Seymour, Ind.
YODER, JAMES WILLARD, s.....Seymour, Ind.
A.B., Tri-State College, 1922
A.M., Indiana University, 1926

Awards Spring Quarter, 1934

The Degree of Bachelor of Divinity Was Conferred upon

Perry Dickinson Avery** ..... Rock Springs, Wyoming
Arthur Douglass Gray ..... Washington, D.C.
Roger Hazelton** ..... River Forest, Illinois
George Plummer Helliwell ..... Minneapolis, Minnesota
Richard Rollins Hulbert ..... St. Paul, Minnesota
Gerald Edwin Maggart* ..... Quincy, Illinois
Wesley Ubo Riedel ..... Chicago, Illinois
Theodor Frederick Stoerker ..... Pittsburgh, Pennsylvania
Daniel Day Williams*** ..... Denver, Colorado
Stephen James Williams ..... Ipswich, South Dakota

The Degree of Doctor of Divinity, *honoris causa*, Was Conferred upon

Oliver Perry Avery ..... Rock Springs, Wyoming
James William Fifield, Jr ..... Grand Rapids, Michigan

The Lucretia Ambrose Walker Prize Was Awarded to

Daniel Day Williams ..... Denver, Colorado

Special Entrance Scholarships for the Year 1934–35 Were Awarded to

Charles M. Brown ..... Grand Rapids, Michigan
Clayton H. Gill ..... Berkeley, California
Wilbur James Humber ..... St. Paul, Minnesota
Margaret May Jones ..... Springfield, Ohio
George Washington Marshfield ..... Pittsburgh, Pennsylvania
James Alfred Peterson ..... Birnamwood, Wisconsin

Junior Fellowships for the Year 1934–35 Were Awarded to the Following Second- and Third-Year Students

Stuart Leroy Anderson ..... Elmore, Ohio
Shirley Edward Greene ..... Laconia, New Hampshire
William Hoyt Moore ..... Traverse City, Michigan
Edward Fifield Ouellette ..... St. Paul, Minnesota

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* With Honor. ** With High Honor. *** With Highest Honor.

The Mary B. Hibbard Curtis Research Scholarship for the Year 1934–35 Was Awarded to the Following Third-Year Student

Nels Francis Nordstrom ..... Chicago, Illinois

During the Year the Degree of Master of Arts Has Been Conferred by the University upon the Following Seminary Students

Roger Hazelton ..... River Forest, Illinois
Mary Auldis Heghin ..... Marash, Turkey
Ruth Alma Morton ..... Denver, Colorado

FELLOW ON THE BLATCHFORD FOUNDATION

Daniel Day Williams ..... Denver, Colorado
A.B., University of Denver, 1931; A.M., University of Chicago, 1933; D.B., Chicago Theological Seminary, 1934.

Colleges, Universities, and Seminaries Represented in The Chicago Theological Seminary Student Body of 1934-35

Adrian
Albion
Amherst
Arizona State Teachers
Augustana (Ill.)
Augustana (S.D.)
Aurora
Baker
Bates
Beloit
Bethany
Bethel
Biblical Seminary
Bluffton
Boston
Bradley
Brown
Butler
Carleton
Carthage
Central State Teachers (Okla.)
Central Theological Seminary
Centre
Chicago Kent College of Law
Christian
Clark
College of the Pacific
Colorado
Columbia
Columbia Training School
Connecticut College for Women
Cornell
Cotner
Culver-Stockton
Dallas
Dartmouth
Davidson
Defiance
DePauw
Doane
Drake
Duke
Earlham
Eden Theological Seminary
Elmhurst
Emporia State Normal
Fisk
Franklin
Gammon Theological Seminary
Garrett Biblical Institute
George Washington
Gettysburg College
Gettysburg Seminary
Goshen
Goucher
Grinnell
Gustavus Adolphus
Hartford Theological Seminary
Harvard
Heidelberg College
Hiram
Iliff School of Theology
Illinois
Indiana
Indiana Central
Intermountain Union
Iowa State
Johnson Bible College
Kalamazoo
Kansas State
Knox
Lawrence
Lincoln
Los Angeles Bible School
Louisville Presbyterian Theological Seminary
Macalester
Madras Christian
Manchester
Marietta
Mary Baldwin
McGill

McMaster
Miami
Michigan State
Michigan State Normal
Minnesota
Morningside
Mountain Valley
Municipal University of Omaha
Nebraska Normal
North Central
North Dakota State
Northwestern
Oberlin
Oberlin School of Theology
Ohio State
Ohio Wesleyan
Oklahoma A. & M.
Oklahoma Baptist
Oklahoma City
Olivet
Oskaloosa
Ozarks
Peabody Teachers
Piedmont
Pomona
Presbyterian Theological Seminary
Redfield
Reed
Ripon
San Francisco Theological Seminary
Schauffler School of R.E.
Southern Methodist
Springfield
Springfield Y.M.C.A.
State Teachers College (N.D.)
Syracuse
Talladega
Texas Christian
Transylvania
Tri-State
Union (Schenectady)
Union Theological College
Union Theological Seminary
University of Chicago
University of Cincinnati
University of Colorado
University of Dayton
University of Denver
University of Dubuque
University of Hawaii
University of Heidelberg
University of Illinois
University of Iowa
University of Kansas
University of Michigan
University of Nebraska
University of North Dakota
University of Oregon
University of Pittsburgh
University of Puerto Rico
University of Texas
University of Toronto
University of Washington
University of Wichita
University of Wisconsin
University of Zurich
Washburn
Washington and Lee
Wellesley
West Texas State Teachers
Wheaton
Whitworth
Wofford
Wooster
Yale
Yale Divinity
Yankton

Total, 158

Seminary Extension Service for Churches and Ministers

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The Chicago Theological Seminary seeks not only to train ministers and religious workers for tomorrow but also to serve the churches and co-operate helpfully with the ministers who are actively at work today. To this end we provide the following forms of extension service:

The Seminary Register, a quarterly journal of religious articles, addresses, book reviews, and alumni news.

Ministers' Week, January 27–January 31, 1936, will provide short courses for Congregational pastors from all over the Middle West. The Alden-Tuthill Lectures on Missions will be given during the same week.

The Summer Quarter (a joint session with the Divinity School of the University of Chicago) provides opportunity for serious study with high academic standards. It is divided into two terms, June 17–July 24 and July 25–August 30, either of which may be taken separately. Open on generous terms to all religious workers. Carries academic credit. Special bulletin on application.

The Pastors' Institute, July 29–August 4, is held jointly with the Divinity School and is similar to "Ministers' Week" and is designed for pastors of all denominations. Circular upon request.

Loan Library Service. Hammond Library will lend books to ministers in the Middle West without charge except for postage.

Choir Music Service. A postal card will bring information about our circulating choir-music service which provides anthems for the entire year at a cost of $20.00 per year weekly, $12.00 per year bi-monthly, $12.00 per six months weekly.

Radio Matins each morning from 7:45–8:00, over Station WIND, Gary, Indiana, 560 kilocycles. This broadcast enables you to join in the morning devotions of the Seminary.

Lectures, sermons, addresses, and dramas. Faculty members and qualified students are constantly at the service of churches and colleges. The Seminary Players present religious dramas before various churches and conferences during the Winter Quarter.

Churches and pastors of the Middle West, the Seminary belongs to you! It is here to serve your needs and through you the Kingdom of God in every way it can. Come and visit us when in Chicago.

ALBERT W. PALMER, *President*
5757 University Avenue
Chicago